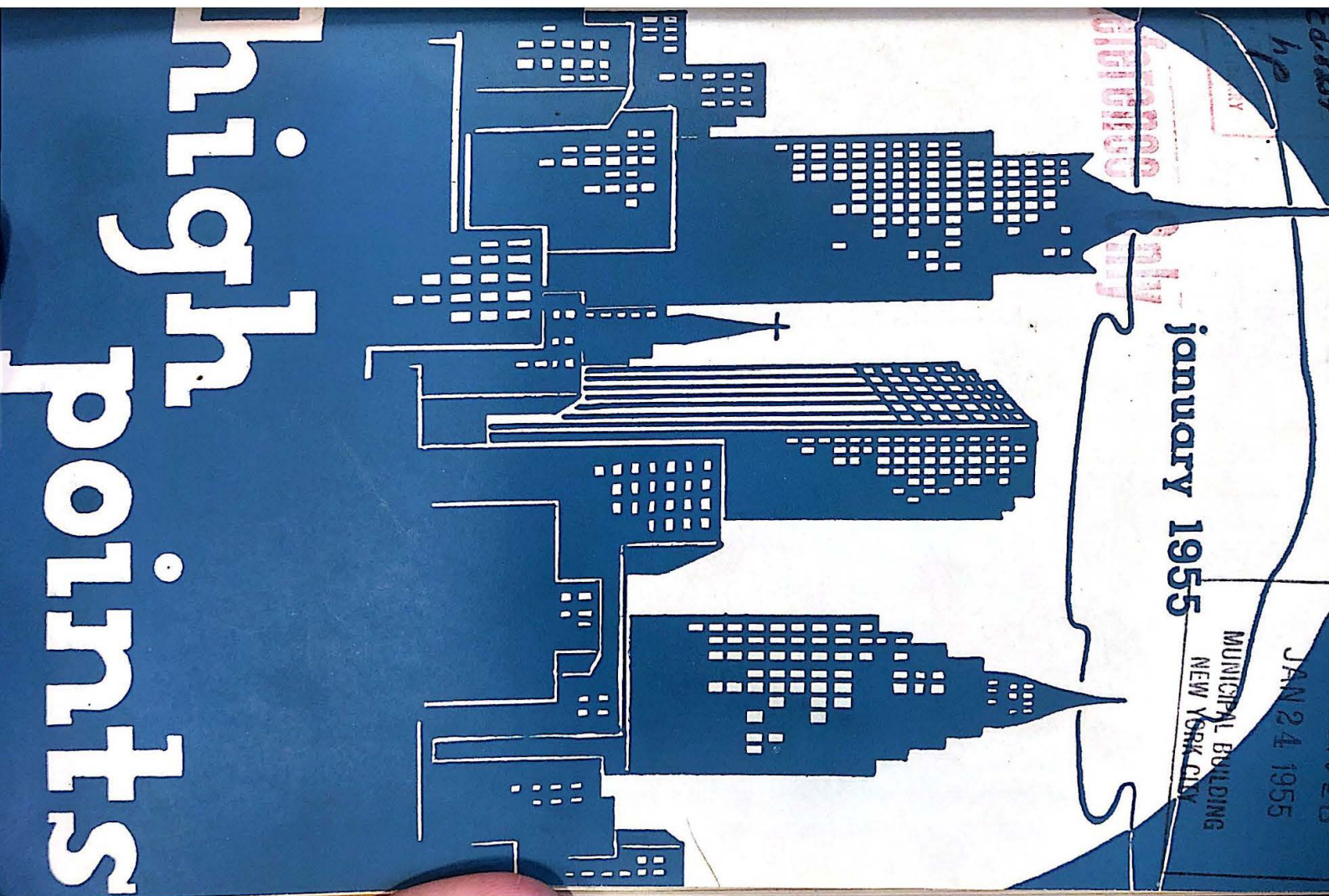


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# HIGH POINTS

## IN THE WORK OF THE HIGH SCHOOLS OF NEW YORK CITY

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HIGH POINTS is a publication for the dissemination of articles written by members of the school system. The opinions expressed are those of the writer of the article. The articles should not be interpreted as expressing the point of view of the editor, the High School Division, the Superintendent of Schools, or the Board of Education.

The contents of HIGH POINTS are indexed in THE EDUCATION INDEX, which is on file in libraries.

## Jungle Jottings\*

FRANKLIN J. KELLER

Metropolitan Vocational High School

A vocational high school principal can't sit comfortably in his office any more. A few days ago I was kidnapped by a dozen of my boys, inexplicably hypnotized into believing they could, with a little help from us (\$50,000 worth of equipment and seven old-time camera sharks—officially "teachers") become Alfred Eisenstaedts and Morris Rosenfelds.

Before I could say "shoot" they led me through the negative developing room, drying room, copy room, printing area—an endless succession of rooms adding up to the fabulous dream photolab of *Life* in Rockefeller Center. Famous photographers told us how pictures were processed from the click of the shutter to the full-blown weekly magazine.

In the spring a group of boys and girls, all of whom have tremendous talent in music, drama, and dance, yanked me out of my serene administrative mood to join them in the United Nations Security Council a few blocks away to listen to the current discussion of Arabian and Israeli representatives, and then to involve me in a continued argument as to how we could save the world. Peace for the world but no peace for me.

A vocational high school principal can't even keep his feet on dry land. The boys insist on racing up and down the East River in their life-boats—deck men, engineers, stewards. The Coast Guard comes around in a helicopter to stage a drowning-man rescue. The Moran Towing Company sends the Eugene F. Moran as a judges' boat. Aboard the Board of Education Schoolship "John W. Brown," a 10,000 ton Liberty Ship, are Superintendent Jansen, three admirals, five captains, a dozen steamship operating officials. From the deck we can see the U.N., the medical center, Stuyvesant Village, the Brooklyn Navy Yard, the whole world at our feet! The principal steers his course from stem to stern, from wheelhouse to engine room, full of excitement and happiness—

\* With reference to the current novel *The Blackboard Jungle* by Evan Hunter.



for boys are everywhere, working like mad, learning how to carry people and goods around the world in ships.

**NO TIME FOR QUIET.** And as I walk around the school—the noise! I can't keep those youngsters quiet. The boatbuilders still use saws and hammers that split your ears (unless you happen to be a craftsman at heart and it all sounds like music.) The photographers are quiet enough, but they blind you with their floods and flashes, and they don't like to be bowled over while they are enlarging a critical print. You'd better adjust your eyes and feel your way as you prowl around the dark room. But no quiet among the performing arts—the orchestra is always tuning up or practicing (imagine your Johnny continually blowing the trumpet at home!). The actors and actresses combine all the mystery and horror of *Angel Street* with the fantastic eeriness of *Arsenic and Old Lace* and taper it off with a mixture of *Little Women* and *Dead End*. The total effect is one of much sound and fury. And the dancers, thirty at a time, hit the floor in unison—one, two, three, to the accompaniment of an early Indian tom-tom. A veritable never-never land!

What a wonderful time they are having!

Of course, half of the day they look into books, they prepare to win college scholarships, they come back as student-teachers, they win high honors in Yale, Ohio State, Georgia Tech, the City Colleges, the State and Federal Maritime Colleges. As captains of ships, they write us from distant ports, and later visit us. As successful studio owners they hire our young photographer graduates. They become movie and TV and stage stars—who hasn't heard of Pat Crowley and Eartha Kitt?

This vignette of my own school has its counterpart in every vocational high school in the city. The activities differ, the vocational goals vary, but the enthusiasm, the industry, and the desire to learn are the same in all of them. Despite the fact that all high school principals have some tough, inscrutable characters who make our tasks difficult (the kind with whom author Hunter fills a whole school), we know that *all* young people are the job of both vocational and academic schools.

Yes, the life of a teacher or principal in a vocational high school is not a happy one. No time for quiet study, no time for con-

templation, no time to sleep, to die. Only time for life—exuberant, purposeful life.

These kids—I love them!

**THE BLACKBOARD JUNGLE.** Oh, yes, about the jungle, *The Blackboard Jungle* by Evan Hunter, who served as substitute teacher for seventeen days in the Bronx Vocational High School. Now, for one who has been a principal of another vocational high school for thirty-five years, life becomes really hard. The book is a vexation to read because of its gross distortions. It is difficult to criticize because it would take another book to correct them. But here, in brief, is what I think.

With Lewis Mumford (*In the Name of Sanity*) I agree:

*"If our civilization is not to produce greater holocausts, our writers will have to become something more than merely mirrors of its violence and disintegration; they, through their own efforts, will have to regain the initiative for the human person and the forces of life, chaining up the demons we have allowed to run loose, and releasing the angels and ministers of grace we have shamefacedly—and shamefully—incarcerated. For the writer is still a maker, a creator, not merely a recorder of fact, but above all an interpreter of possibilities. His intuitions of the future may still give body to a better world and help start our civilization on a fresh cycle of adventure and effort. The writer of our time must find within himself the wholeness that is now lacking in his society. He must be capable of interpreting life in all its dimensions, particularly in the dimensions the last half century has neglected; restoring reason to the irrational, purpose to the defeatists and drifters, value to the nihilists, hope to those sinking in despair."*

Evan Hunter has not "interpreted life (in the vocational high schools) in all its dimensions." He pictures only the small fraction that comes to school without interest, aptitude, or desire. But he magnifies that fraction into a whole and thinks of all boys as garbage thrown into the incinerator. He maligns young humanity.

Except for a few fascinating pages that give promise of a great writer, if he reorients himself, he has splashed his pages with the lowest and filthiest words in the language (neatly expurgated in the *Ladies Home Journal* condensation). That is probably why the Book-of-the-Month Club can say, "It might be called the *From*



*Here to Eternity* of the New York City high school," and why Simon and Schuster publish the statement in their advertisement. *The Caine Mutiny* was also written about war, with even greater effect, probably because there is no obscenity in it. As much (or as little) could be done for the schools.

He has done an egregious disservice to the Board of Education and the City of New York, the vocational high school teachers, and to society.

As a writer of fiction he is well within his rights to select the most sordid facts from high school life (life in any high school—academic or vocational) and to present them as considered wholes. (Rape is his own invention.) However, his locale has been so specific (naming several actual schools, also in the garbage can), that the reviewers have already, and the readers are mostly likely to, accept the book as an accurate report. As a reporter, Mr. Hunter would be hired by some papers, but would be fired pronto by the one I worked for—the *New York Times*.

In a flight of editorial blurbing the *Journal* writes: "In the tradition of Victor Hugo, Charles Dickens, Theodore Dreiser, Frank Norris and Sinclair Lewis, this novel exposes a contemporary social evil." That would be enough to turn the head of any young writer—or of any older one, for that matter.

TO BE A CREATOR. However, I think that while Mr. Hunter could well utilize such models, he would have to give less heed to the shock-greedy public, and turn to eternal social obligations as he beautifully illustrates in Dadier's "breakthrough" by reading Heywood Broun's "The Fifty-first Dragon." Instead of acting Cassandra, instead of garbagizing the future citizenry of America, he could be a maker, a creator, and an interpreter of possibilities. In this book he is "merely a mirror" of violence and disintegration, and false at that.

#### READING FROM TOP TO BOTTOM

We are very democratic here. Our Committee consists of three ladies, three women, and the village schoolmistress.

—Flora Thompson, *Lark Rise: A Picture of Victorian England* (Oxford, 1939)

## We Are Not Persuaded

MARIE M. ARNOLD

Eastern District High School

The writer is one of many New York City shorthand teachers who noted with concern an article, published in a recent issue of *HIGH POINTS*, that spoke for Speedwriting Shorthand in the most glowing terms.\* Some reply, some rebuttal, is in order, lest silence seem to confer acceptance or approval by us shorthand teachers and imply that we are ready to replace our present systems with Speedwriting—as we are not.

THE ISSUE. Warm interest in this matter stems from the fact that there are two different kinds of shorthand: "symbol shorthand" and "alphabetic shorthand." The first type is commonly taught in the City's high schools; the second is not, and its proponents are strongly urging that it be.

Students of symbol shorthand learn to write certain marks—symbols—for the sounds of the language. The marks are consistently the same, are clearly recognizable, connect easily with one another, and bear up under the heaviest strain—they can be used to record any sound the voice can utter, and at any speed. Gregg Shorthand and Pitman Shorthand are the two symbol systems used internationally by millions of stenographers, secretaries, and court reporters.

Students of alphabetic shorthand systems, of which Speedwriting is one example, learn to represent the sounds of the language not by special symbols but by the letters of the alphabet, each of which is used in all the various forms—as a small letter, as a capital, as a partial letter, and so on. Because the different forms of the alphabetic characters do not join readily, there is a limitation on the breadth of vocabulary and the speed of writing that a student can attain.

One of many questions in the debates among enthusiasts for the two kinds of shorthand is, "Can high school students attain

\* Edward R. Gleichenhaus, "Speedwriting in Business—A Statistical Survey," *HIGH POINTS*, May, 1954, pp. 47-57.



sufficient skill, via an alphabetic system, to succeed on the job as stenographers and secretaries?" The article published here last May presented certain data as evidence for answering the question affirmatively; the purpose of this rebuttal is to point out the inadequacy and inappropriateness of those data.

**THE SPEEDWRITING SURVEY.** The data were obtained by means of a survey in which the publisher of Speedwriting cooperated, and which sought to validate the claim that "*Speedwriting is widely and successfully used in the business world.*"

Questionnaires were addressed to 448 "recent graduates" of the Speedwriting School, a private school in New York City. Replies came from 266, of whom 228 were using Speedwriting and 252 said they would recommend the system to friends.

The data showed that, before beginning Speedwriting training, 99 per cent of the 266 respondents had already graduated from high school; 85 per cent had attended college; and 56 per cent had graduated from college. Only 2 respondents were, academically, of high school level. Of the 266 surveyed, 72 had had previous experience in learning other shorthand systems. The average length of time required by the 266 to master Speedwriting was  $7\frac{1}{2}$  weeks of 25-30 study hours per week.

Follow-up questionnaires to the employers of 100 of the respondents netted 92 replies; 86 employers found no quarrel with the work of the Speedwriters, and 67 are quoted as saying that they would recommend Speedwriting.

**PREJUDICIAL SAMPLING.** Should these data persuade high school teachers of shorthand that high school students *can* attain sufficient skill, via an alphabetic system, to succeed as stenographers and secretaries? Of course not. One must reject the data as "evidence" because—

1. The employees answering the questionnaire were not representative of all students who attempt to learn Speedwriting. The respondents were all successful *graduates* of the school.

(As a matter of interest, there is some indication that the questionnaire was sent only to the *best* graduates of the course. The high incidence of college background is one. Another: The fact that 86 questionnaires were returned by the Post Office because

## WE ARE NOT PERSUADED

the addressees had moved so long ago that they "could not be traced" suggests that a search far beyond a list of "recent graduates" had been made in preparing the mailing list for the questionnaire, an idea substantiated by the hapless quotation of one respondent, "*Immediately after completing my course, 2½ years ago. . . .*")

(A further observation that must be made about these graduates is that the questionnaire did not reveal how many of the 228 who made some use of Speedwriting were stenographers or secretaries and how many were receptionists or other office workers who used their shorthand only occasionally as an adjunct to the performance of other duties.)

2. The employers answering the follow-up questionnaire were not representative of all employers who have tried out Speedwriters. The follow-up questionnaires were sent only to employers of persons who had already indicated their satisfactory adjustment to their jobs.

The sampling, clearly, was prejudiced.

**BIASED INTERPRETATION.** Anyone familiar with statistical procedure would question the manner in which the data were interpreted in the report. The report deals almost exclusively with the reactions of the persons who were sufficiently enthusiastic to bother to send back the questionnaires; no consideration is given to the negative implications of the unanswered inquiries.

Here is a typical example of the way the data are interpreted. The article states positively, "*A total of 95% of the Speedwriters reported that they would recommend the system to their friends.*" The statement may or may not be true, depending on how you interpret these figures:

252 of the 266 who *returned* the questionnaire is 95%.

252 of the 362 who *received* the questionnaire is 70%.

252 of the 448 who *were sent* the questionnaire is 56%.

Which per cent is accurate? Throughout the report, the higher, more favorable per cent figure is always used—naturally, for the lower figure would not be very impressive, especially in view of the manner in which the 448 correspondents were selected. Faint praise, indeed, for alphabetic shorthand, if the lower figure were



used. Would Speedwriting be proud to aver, "Fifty-six per cent of our graduates recommend our system"?

Another interpretative liberty that irks an observant reader is the inappropriate extension of figures. For example, the report states firmly, "Seventy per cent [of the employers] asserted that Speedwriting compared favorably with the other systems." But the employers made no such assertion. They were asked, "Does the Speedwriter's work compare favorably with these [writers of other systems]?" Of the 92 who returned the questionnaire, 70 per cent answered the question affirmatively. They compared the work, not the shorthand systems; but the report extends the data on comparative work to a comparison of systems.

A second instance where the same device is used to confound the reader appears in that part of the report which presents the data relative to shorthand tests used by the employers before hiring workers. Fifty-eight of the 92 employers indicated that they are in the habit of giving such tests, but "only 3% [a total of 3 employers] indicated the rate of speed they employed for this purpose. These speeds ranged from 60 to 120 words per minute." (The word "ranged" evidently applies to a speed somewhere between 60 and 120 mentioned by one of the three employers.) It is interesting to note how these meager data obtained from 3 employers are extended in order to make the evidence impressive. Without any qualification, the report just states, "The mean rate of speed by those [58 employers] using a shorthand test is 93.4 words per minute."

Virtually all the data in the report are "interpreted" in a manner that creates a favorable impression of Speedwriting.

**SELF-CONTRADICTION.** One of the bewildering things in the published report is the self-contradiction that frequently appears.

One employer is quoted, "Delay in transcribing [Speedwriting] notes seems, sometimes, to affect their accuracy"; but the report concludes, "Its [Speedwriting's] accuracy is universally acknowledged."

Another employer says, "... whenever technical work is involved, the technical terminology is more easily transcribed by a Gregg student. . . ." A Speedwriter respondent is quoted, "It is

## WE ARE NOT PERSUADED

not fast enough for court reporters, or for the higher echelons of Civil Service. . . ." Yet the report blandly concludes that Speedwriting "is adequate in every instance for normal dictation and even where higher speeds are required."

One could cite many more illustrations of self-contradiction, each of which further reduces one's confidence in the report.

**INAPPROPRIATENESS.** But even if the data were reliable, and even if their presentation were objective, the report would still not be significant or persuasive to high school teachers.

It is a study of college students—indeed, in more than half the responses, of graduate students. It is not a study of the performance or accomplishment of persons who are in any way like the boys and girls in our high school shorthand classes.

Compared to our students, the persons surveyed are much older. Their motives are firmer, more urgent. They are paying for the training. Their language background—half the problem in learning and using shorthand—is vastly superior. Their singleness of purpose—studying nothing but shorthand all day long—is much different from the diffusion of interests that our students must undergo. The mental ability of the collegians averages far higher. As a group of workers, they are better equipped by experience, maturity, and ability to adjust to office work than are our students. Actually, the study is one of job adjustment, not shorthand.

In brief, the data simply are not appropriate.

**CONCLUSIONS FROM THE DATA.** The writer and her shorthand-teaching associates are not persuaded to think more highly of alphabetic shorthand; to the contrary:

1. The report indicates that Speedwriters may not actually do as well on the job as has been generally assumed, for, if their performance were outstanding, it would not have been necessary to present the statistics in the manner indicated above or to limit the scope of the survey to a group so highly selective.

2. The report indicates that Speedwriting may not actually be learned as readily as has been assumed; even adult collegians needed an average of  $7\frac{1}{2}$  weeks (instead of the widely advertised 6 weeks) of 25 to 30 hours of study per week in order to master the alphabetic system.



3. The report indicates that not even Speedwriting proponents challenge the superiority of symbol shorthand. The published report ventures no intimation that Speedwriting is *better* than symbol shorthand; at best, the report aspires to create the impression that alphabetic shorthand, when learned by collegians, might be as serviceable as symbol shorthand is for high school students.

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#### OMISSION

"A Core Program for Puerto Rican Students," an article by Max Berger in the November issue of *High Points*, described an experiment at Murray Hill Vocational High School. The editors regret that the name of the school was inadvertently omitted. Dr. Berger is now principal of Tottenville High School.

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#### MR. SHAKESPEARE AGAIN

On teachers worried about being excessed, or students reluctant to change their programs when class sizes are being equalized.

*... Rather bear those ills we have  
Than fly to others that we know not of.*

On students who on a short-answer test label a true-false answer false, when the statement is true.

*... 'tis true, 'tis pity,  
And pity 'tis, 'tis true.*

On changing the nomenclature of slow and bright classes—

*... What's in a name?  
A rose by any name would smell as sweet*

On meeting a student who has cut your class that day.

*This was the most unkindest cut of all.*

Contributed by Anne Ross and Arthur Finkelstein

## What About Guidance for Teachers?

JULIET B. FURMAN

Julia Richman High School

Guidance has been defined as the process by which an individual is stimulated to use his own inner resources to realize his best potentialities. It is assumed that, if he does this, he will achieve greater personal happiness, and he will be able to make a richer contribution to the welfare of his community. In this sense, then, all teaching is guidance, and each teacher, regardless of his particular subject or assignment, is a guidance counselor.

It has been pointed out, however, by such authorities as Dr. Ruth Strang and Dr. Glyn Morris that the success of any counseling program as far as the students are concerned depends very largely on the personalities of those who administer it: i.e., the entire teaching staff. It depends not only on whether each teacher accepts and understands himself, but on whether he is truly achieving the best of which he is capable and is, therefore, happy in his professional environment.

In view of the present situation in our high schools and the current emphasis on the need for guidance-minded personnel, it would seem appropriate to examine this problem and to consider briefly what might be done not merely to raise teacher morale, but to encourage each staff member to develop professionally to the greatest extent possible.

There are those who might remark at this point that the first problem to be tackled is that of raising teachers' salaries so that they are commensurate with the vast increase that has taken place in recent years in the cost of living. They point out quite properly that, if a teacher has economic security, he will not be hampered by the need of a second job or by financial worry concerning his family and himself. He will then be able to devote his full time to his profession and be a more effective teacher.

This is all perfectly true, but, while this argument is valid and of the utmost importance, it does not present the *whole* answer to the problem of the high school teacher today. Part of the answer lies, perhaps, in some kind of program which will further enable high school personnel to grow professionally and to participate



in experiences which will develop their highest and best potentialities. It is with such a plan in mind that the following suggestions are offered tentatively and hopefully.

**LEAVES ON FULL PAY.** First of all, under present conditions it is extremely difficult for the average high school teacher to find time to continue with graduate work in his field of special interest. He might, perhaps, have the desire to do so, but with five recitation classes, an official section, and a building assignment, it is doubtful whether he can find the necessary time and energy. Would it not be helpful and encouraging, therefore, to those who wish to explore their own subject areas more fully if they were either granted leaves for study *with full pay* or (if the graduate program is a light one) were permitted some allowance in their teaching programs? The community would be making an investment which, when the teacher returned to his normal schedule, would be more than repaid by increased professional alertness.

Some may argue at this point that, since graduate courses are expensive, few would take advantage of such an opportunity.

**INFORMATION ON FELLOWSHIPS.** It would, therefore, be helpful if more publicity were given to such fellowships as are at present available to high school personnel: the Ford Foundation Fellowships, for example, which, while paying the teacher's regular salary for one semester, permit him to travel and carry out a project of his own choosing—or the John Hay Fellowships, which bestow upon the recipients rich opportunities in the field of the humanities and enable the winners to do graduate work not only in their own respective subjects but in related areas as well. Certainly a term of travel or study would prove a stimulating experience and a "morale booster" for many. One difficulty is that information concerning these opportunities is not sufficiently widespread.

**SHARING EXPERIENCES.** In those instances, however, in which candidates have been successful in winning such awards, they should be encouraged to communicate the benefits of their experiences to other colleagues in the high school division. If, for example, a Ford scholar has studied educational television pro-

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grams in several large cities of the United States, it would be interesting to have him address the monthly department or general conferences at various schools. Out of the discussions that would follow might emerge plans and suggestions for a more effective educational television program for our own community; or, if, on the other hand, the fellowship winner has been studying audiovisual materials put out by some of the large corporations here and abroad, his findings would probably prove of enormous interest to social studies teachers everywhere, and they would welcome such information.

**ARTICULATION.** Not only is guidance for teachers needed in the realm of further graduate study, but it would also be of value in bringing about better articulation between the high schools and the colleges. Formal college entrance requirements are, of course, well known, but the extent to which these requirements are actually being met is another point and one which needs further examination. How well prepared does the entering freshman at Barnard, for example, feel in her ability to organize and write a term paper or to carry out a piece of historical research? Does she have the necessary skills with which to handle college assignments effectively?

Perhaps a series of conferences between teacher representatives of the high schools and those of the colleges in the various subject areas would serve as valuable guidance for both and point up some of the possible weaknesses in preparation.

It is interesting to note that at present one of the "big seven" women's colleges is engaged in a research project aimed at determining how well-equipped their freshmen feel to deal with work on the higher level and what might have been done to give them a more adequate background.

That there is a need for better coordination between the high schools and the colleges was pointed out by Dr. Morris Meister when he served as a speaker on the panel which dealt with "Gifted Children" at the N.E.A. Convention last July.

**TV SERIES.** Essential, too, to any program of helping teachers to realize their best potentialities is the building up of a better rapport than now exists between the members of the community



on the one hand and the teaching personnel on the other. Mr. John Q. Public needs to be brought into the classroom and made aware of what the teacher is actually contributing.

It is often very difficult to get the mothers and fathers of teenage students to attend parents' meetings and to become personally acquainted with the faculty through visits to the school. However, it may be somewhat easier for them to turn on their television sets or their radios and, through these important mass media of communication, to gain some insight into the goals of present-day education.

A TV series featuring the "Best in Our Schools" or "What's New in Our Schools?" might prove not only helpful in this respect, but entertaining as well. Such a series might include, for example, a concert presented by Music and Art High School, a personality assembly program by girls from Julia Richman, a forum discussion on the peace-time uses of atomic energy by the students from the Bronx High School of Science, or the steps in the preparation of a banquet by those in the Food Trades Vocational High School. Each school has something of value to contribute, something which ought to be shared with the parents and other citizens and which would make them all not only "school conscious," but "teacher-conscious."

**PROMOTIONAL OPPORTUNITIES.** Finally, members of the teaching staff need to feel within themselves a sense of *professional growth*. By this is meant not only intellectual growth (which is extremely important, of course) but a sense of really advancing professionally with increased status and increased salary.

At the present time the obvious "next step" for a classroom teacher in the high school division is to try to become a chairman. This goal is difficult to attain both because of the nature of the examinations involved and because of the limited number of positions available; and the candidates who do not qualify are often left with a sense of bitter frustration and disappointment.

It would be a fine thing, therefore, if there were certain other positions for which they might try:

For example, at present high school teachers are being urged to take graduate courses in guidance in order to qualify as grade advisors. Probably there would be a larger number of candidates

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for these courses (many of which are extremely interesting and some of which are free) if new counseling positions were created with some increase in salary for those who meet the requirements.

Bearing in mind the serious situation which now prevails in our community in regard to juvenile delinquency and the many problems which confront the classroom teacher in connection with the "slow learner," guidance counselors with adequate training are needed to a greater extent than ever before. This is, however, just one example of an intermediary position which might afford an opportunity for professional advancement. There are, undoubtedly, others.

**REALIZING THE TEACHER'S POTENTIALITIES.** In brief, then, the high school teacher, who must today possess and apply many of the best technics of the psychologist, the social worker, the guidance counselor, and the subject matter specialist, can do his job most effectively if he, himself, is well guided. He, himself, must be inspired to realize his best potentialities through being given opportunities for greater intellectual growth and professional advancement. This prompts the question: "What about guidance for teachers?"

## LEIGH HUNT REMEMBERS A TEACHER

The under grammar-master of my time was the Rev. Mr. Field. He was a good-looking man, very gentlemanly, and always dressed at the neatest. I believe he once wrote a play. He had the reputation of being admired by the ladies. A man of a more handsome incompetence for his situation perhaps did not exist. He came late of a morning; went away soon in the afternoon; and used to walk up and down, languidly bearing his cane, as if it were a lily, and hearing our eternal *Dominuses* and *As in proesentis* with an air of ineffable endurance. Often he did not hear at all. It was a joke with us, when any of our friends came to the door, and we asked his permission to go to them, to address him with some preposterous question wide of the mark; to which he used to assent. We would say, for instance, "Are you not a great fool, sir?" or "Isn't your daughter a pretty girl?" to which he would reply, "Yes, child". When he condescended to hit us with the cane, he made a face as if he were taking physic.

—Autobiography (1859)



## Teaching Industrial Arts to C.R.M.D.

FRANCIS J. KAFKA

Kingsbridge Junior High School

In any study of the methods of teaching it is well to consider the educational outcome sought, the objectives to be reached, and in turn the behavioral changes to be appraised. The industrial arts subjects, like most others in the modern school program, have objectives. These objectives, whether we are working with normal children or those with retarded mental development, can only be evaluated in light of behavioral change on the part of the individual child.

If the purpose of general education as such is to improve upon and pass on a way of life from one generation to another, then it must, perforce, include the education of the mentally retarded. Since industrial arts is a part of general education, then this too will have to be a part of the child's educational experience, whether he is normal or subnormal.

For purposes of clarity certain basic definitions are advanced. The mentally retarded children will be thought of as *"those who because of poor intellectual endowment are unable to cope with the standard requirements of regular grades. They are in particular need of special educational services planned for intellectually subnormal children."*\*

Industrial arts will be considered to be *"those phases of general education which deal with industry—its organization, materials, occupations, processes, and products—and with the problems resulting from the industrial and technological nature of society."*\*\*

**SPECIAL EDUCATION.** It must, however, be kept in mind that the education of the retarded child is *special education*. At no time should this be lost sight of. In proposing a modified approach to the teaching of industrial arts to retarded children,

\* Martens, Elsie H., *Curriculum Adjustments For the Mentally Retarded*, Washington, D. C.: Federal Security Agency, Superintendent of Documents, 1950, P. 1.

\*\* Wilber, Gordon O., *Industrial Arts In General Education*, Scranton, Penna.: International Textbook Co., 1948, P. 2.

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the writer does not have in mind a "watered down" normal program. Nor does he intend to lose sight of this fact: *"The motivating factor behind special education for the retarded today is one of contribution to society rather than mere participation in society."*† It is because our society is an industrial one and because a major emphasis in special education must be on occupational information, training, and placement that the industrial arts are important in this training. It was not so long ago that educators were too "college conscious" to acknowledge that education of a child *must* be education for *life* if it is to be called education at all. Such education for life becomes an even more important objective for the retarded child who lacks the equipment for making normal behavioral adjustments. It is with this basic premise that the place of industrial arts in special education will be evaluated.

One further qualifying remark must be made. Industrial arts, as it is taught for the most part today, is limited to what we classify in special education as the intermediate group, and those above this (junior high school age; young adolescent). Some of the material which follows will be readily recognized as fitting into these age levels. However, slight adjustments will render the program applicable to younger groups.

**OBJECTIVES IN COMMON.** The objectives of *Occupational Education*, which is the name given to special education of the retarded, are summarized as follows:\*

1. Furnishing the pupil with information of the kinds of jobs available to him.
2. Teaching the pupil how the work is done in these jobs, and the place of such jobs in our whole social pattern.
3. Guidance which will enable the pupil to evaluate his

† Hungerford, Richard H., and Louis E. Rosenzweig, "Development of Special Education for the Mentally Retarded," *Philosophy of Occupational Education*, New York: The Association for New York City Teachers of Special Education, 1948, P. 19.

\* *Realistic Guidance in Occupational Education*, New York: The Association for New York City Teachers of Special Education, 1949, P. 11.



own abilities and measures these against various job requirements.

4. Vocational training in skills of a manual nature, in the non-manual skills, and in general work habits and practices.
5. Vocational guidance up to, and in many cases including, actual placement in a job for which he was trained.
6. Adjustment of the individual, socially, to his place in society as a worker and a social being.

The objectives which underlie the teaching of industrial arts are these:\*\*

1. To give an exploratory opportunity for the development of special interests.
2. To secure a basic knowledge of materials, tools, and processes of industry, and to furnish occupational information.
3. To develop the opportunity for interrelation to other subjects and to develop intelligent consumer attitudes.
4. To develop democratic living through shop activities and to encourage creative expression.
5. To develop good safety habits in the shop, the home, the community.
6. To provide a learning experience "by doing" and to develop a sympathetic understanding of, and respect for, manual labor.
7. To develop hobby interests and the ability to make simple repairs and improvements in the home.

It is plain to see that the objectives of both programs, while certainly resting on different *basic* philosophies, have many points in common. Both programs endeavor to make the child a well-adjusted, contributing member of society. Both programs emphasize information about the occupations which are performed in our industrial society, and both programs give guidance, both vocational and social. A fundamental knowledge of the tools and

\*\* *Industrial Arts For Grades 7-8-9*, New York: Board of Education of the City of New York, 1950. P. ix.

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processes used in industry is common to both programs, and both seek to correlate the other school subjects. In industrial arts this correlation is one of shop subjects with mathematics, science, English, and shop drawing. In the education of the retarded, the vocational skills are used as a focal point and these are related to the language arts, arithmetic, and the social skills.

**ADJUSTING TO THE CHILD.** One need not begin regrinding an old axe which has been well-ground before, in discussing the views held by many industrial arts teachers concerning the maladjusted child. It is known only too well that the school shop may easily become the "dumping ground" for all academic "wash-outs." However, a great deal of difficulty in this connection has to do with the attitude of the individual teacher. If the industrial arts teacher accepts the non-academic pupil as a failure and treats him as a second-rate pupil, the results will be on a level with the teacher-attitude. If, however, the teacher accepts the pupil as a different *type* of child, requiring special education, and is willing to adjust his program accordingly, without losing sight of the basic objectives, he may be surprised at the resulting product.

*With the coming of "special" students to the shop there are only two possible responses that the teacher can make. One is to take the attitude of those who "dumped" them; the other is to accept the challenge. If accepting the challenge, it is not difficult to see in the "educational wastebasket" a chance for turning out a new product. Then, instead of a dumping operation, the problem becomes one of rehabilitation.\**

In an attempt to gain a healthier outlook on the part of the teacher in his dealing with the slow learner, Ericson says:\*\*

*... students of the type mentioned have been classified as "inferior" in their reactions to Latin, mathematics, English, and other so-called academic subjects, and because of this the shop teacher feels indignant that he*

\* Ericson, Emanuel L., *Teaching the Industrial Arts*, Peoria, Ill.: The Manual Arts Press, 1946, P. 39, ff.

\*\* *Loc. cit.*



*should be called upon to care for the "educational waste-basket." . . . Thousands of students have left school under the stigma that they could not "make the grade," and many of these have later made outstanding success in their work in industry and business.*

It becomes increasingly apparent that while the two areas have basic objectives in common, stemming from basic philosophies, all that is needed is a fresh approach to the problem of the child who is a slow learner because he is mentally handicapped.

THE GENERAL METHOD. Highet,<sup>†</sup> merely to mention one of many, tells us that basically, teaching has but three stages.

*First, the teacher prepares the subject. Then he communicates it to his pupils, or those parts of it that he has selected. Then he makes sure that they have learned it.*

In teaching of the industrial arts to retarded children, we have in this basic formula the general method we need. The subject must not only be prepared, but *specially* prepared for the children we are teaching. It must meet their needs and grow out of their own desires. It must be communicated to them. This will mean communication in simple terms, not in the rather highly technical language which even young, normal children are capable of interpreting. Further, we must be able to evaluate the achievement. This, of course, must be done in light of our objectives and the behavioral changes we are looking for. Kirk\* gives the following points as basic to an approach to the general method of teaching industrial arts:

1. The materials should be of wood, metal, plastics, and some others.
2. Proper use and care of tools should be emphasized.
3. The training should include elementary planning, constructing, and finishing.

<sup>†</sup> Highet, Gilbert, *The Art of Teaching*. New York: Alfred A. Knopf, 1951, P. 74.

\* Kirk, Samuel A., and G. Orville Johnson, *Educating the Retarded Child*, p. 308, ff.

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4. The projects should be simple and pupil-chosen.
5. Home repairs and especially those requiring the use of basic tools should receive special attention.
6. The general shop, where many activities are carried on at once by different groups, should receive special emphasis because it meets the needs of different age levels as well as ability levels.
7. Teaching by showing and learning by doing are important maxims.

All of this, as Kirk points out, will function for the pupil—

*(1) . . . to further develop the habits, attitudes, and knowledges that will be useful to him in his economic and vocational adjustment, (2) to learn to adjust to the industrial phases of modern society, and (3) to aid him in becoming a better home member.*

SPECIFIC TECHNIQUES. That there will be limitations to the program, no one can deny. The intricacies of making a telescope, including grinding the lenses, may not be within the scope of the C.R.M.D. pupil. But lest we teach in a fantasy world, neither is this level of achievement within the scope of many "normal" children.

We can begin our teaching with both the normal and the retarded at the same point, except that with the latter we cannot depend as much upon reading and writing as aids in learning. The main difference to be found within the two groups is that many of the skills which are taught will be *terminal* for the retarded and *experiential* for the normal. This is to say that for the retarded the skill itself may be the determining factor in employment. For the normal, the skill is merely another experience in his general education. An experienced industrial arts teacher, however, knows that dozens of different levels of achievement are found, quite frequently, within one class. Therefore, presenting the same material on various levels of learning is a minor problem. In each of the basic areas of industrial arts probably the more advanced work will be eliminated for the retarded. However, it should be stated that the basic objectives of industrial arts education *can* be attained before the advanced work is begun. Therefore, a retarded child can



gain the experience of industrial arts training. All of the processes and procedures of industrial arts, all of the behavioral changes tested for regularly with standard measuring devices, and all of the benefits of socialization in the shop will be found in the elementary stages of industrial arts as well as in the advanced. The thrill of achievement is no less intense in the heart of a boy with an IQ of 60 than it is in the heart of a boy with an IQ of 100.

Five specific techniques are usually employed in the teaching of industrial arts. These are:

1. The demonstration. The showing method.
2. The lecture. The telling method.
3. Printed instructions. The book method.
4. Discussion. The conference method.
5. Discovery. The problem-solving method.

Each of these techniques will naturally have to be adjusted in the program for teaching the retarded. But the high level of results attainable through using industrial arts as the "core" around which the other objectives of this special education are reached, should be proof enough that a child with a low IQ *can* learn. The main factor in adjusting the program should center around the reading skills. In the matter of the demonstration, additional time may have to be spent, but if the skill is taught in a meaningful and functional situation, with patience concerning certain inherent awkwardness, little difficulty should be encountered.

In the lecture method, the language will have to be at the level of the pupils. This is a basic requirement in all teaching anyhow. The printed instructional method is quite frequently merely a series of drawings or patterns which can be copied by a child who is developed up to his reading level. Adjustments in the written matter can be made easily. Nor is it mandatory to use this method at all if it is possible for the teacher to rely on the previous two methods more heavily. The final two methods, that of the discussion or conference and the problem-solving approach, should present little difficulty.

**SUBJECT AREAS.** The subject areas which can be adjusted for use in special classes are as varied as they are for normal classes. A great reliance has been placed on wood as a material in indus-

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trial arts. The following list will give but a small number of the possibilities inherent in the industrial arts curriculum, as adjusted. Most important, however, is that this list purports to give a better cross-section for exploration.

**Woodworking:** Simple projects, toys, games, counting boards, puzzles.

**Metalworking:** Simple tin-can craft, jewelry, ash trays.

**Graphic Arts:** Linoleum block cutting and printing.

**Textiles:** Simple loom work (usually not warping), hand braiding and weaving.

**Ceramics:** Free forms, coil building, simple sculpturing.

**Electricity:** Wiring and decorating lamps.

**Home mechanics:** Field virtually unlimited.

Additional areas can be developed by the teacher. Many of the minor crafts, such as leathercraft, textile painting, plastic craft, scrap craft, and paper craft, can be included in the curriculum or course of studies. Paramount in importance, of course, is the recognition that where the learning is slow the teaching must compensate.

**MINIMA.** The industrial arts are needed today by all children to give them a better insight into the world which will absorb them as adults. Should we be satisfied with less in dealing with the retarded child?

*This rapid change, within the last hundred years, from the time in which production was carried on in the home to the present day in which little production work is done in the home has left our children and youth without adequate constructive and purposeful activities. . . . It is the nature of young people to crave and seek activity. Social-economic changes have removed productive activity from the lives of youth and the schools must replace it.\**

*Children learn by "doing." . . . Mentally retarded children enjoy working with concrete materials. From the*

\* *Life Adjustment Education for Every Youth*, Bulletin, 1951, No. 22, Federal Security Agency, Office of Education, Washington: U.S. Government Printing Office, 1951, P. 103.



early years of gross manipulation and exploration of objects in their environment without definite purpose, there is growth toward more and more purposeful activity. The special education program has a role to play in guiding . . . the . . . child toward skillful use of his motor capacities.\*\*

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\*\* Martens, *op. cit.*, p. 67.

## ADMITTED TO THE BAR

Taken from an English midterm:  
Sidney Carton drank far too much. In fact, he spent most of his time in Temple Bar.

—Contributed by Gertrude Jenner

## Films of Special Interest

(Exceptional motion pictures reviewed for teachers by the film chairman of the School and Theatre Committee, N.Y.C. Association of Teachers of English. Consult your STC representative for further details.)

## A CHECK-LIST OF SOME CURRENT FILMS

## AIDA (S. Hurok—Italian Films Export; at the Little Carnegie)

"I hate anything that occupies more space than it is worth. I hate to see a load of band-boxes go along the street," said Hazlitt testily once. In somewhat the same mood we awakened at the end of *Aida* at the preview last spring; we were not apologetic about our own behavior but considerably annoyed by Mr. Hurok's. For that distinguished gentleman has been heralding this opera film as the greatest gift to mass culture since Gutenberg. The biggest, the costliest, the most garishly colored film opera it may well be—but also the most run-of-de Mille, to quote from our neighbor at the preview, who talks in *his* sleep. It has the kind of colossal bad taste, of triumphant banality, that stuns the eye. But we had closed our eyes anyway, the better to listen to the music. . . . Some of these thoughts we expressed recently in our movie class. There was a silence, then troubled murmurs and sighings: hadn't Bosley Crowther said—? But the bell rang before we could be reconstructed. The very next day, two extremely nice young girls named Dorothy and Susan, at our request, reported on *Aida*. It was quite true, they told the others, that the sets and costumes were terrible, that the color was poor, that the pace was very slow, that it was often easier to close one's eyes than to look at close-ups of the actor playing Radames while someone else did his singing for him. But, said Dorothy and Susan, taking a firm breath, *but this Aida* was a terrific experience. Nobody should miss it. The singing was glorious. The story was wonderful. Sophia Loren was beautiful. Perhaps Miss G had seen a better *Aida* at the Met or at La Scala (we tried not to look guilty), but they never had. "Why can't we just stay home and listen to the records?" somebody asked. "Because you never do," said Dorothy and Susan, disposing of *that*. And of us too, of



course. You never saw a more cheerful sight than Miss G distributing student discount coupons for the engagement of *Aida* at the Little Carnegie.

**ANIMAL FARM (A Halas and Batchelor Production, presented by Louis de Rochemont)**

Another film for which student discount coupons are available is the full-length cartoon *Animal Farm*, from George Orwell's fable of the power state. The British pair who produced and directed it, John Halas and his wife Joy Batchelor, should be congratulated for a faithful and unstrained animation job which owes more to the spirit of Orwell than it does to the spirit of Disney. Opinions may vary about the effectiveness of any 75-minute cartoon, but few will question the strong contemporary appeal of this story of the animals who revolted against the revolutionists who had once revolted against the oppressors. . . . Matyas Seiber has added some good music, and Gordon Heath has spoken the narration very intelligently.

**GATE OF HELL ("JIGOKUMON"—presented by Edward Harrison at the Guild Theatre)**

Utterly beautiful is this color film from Japan; something to see for the pleasure of the finest Eastman Color photography imaginable. Exquisitely archaic, stylized, "composed" in more ways than one, *Gate of Hell* has a slowness of pace for most occidental viewers. But the film grows on one. Produced by the Daiei Studios which sent us *Rashomon* and *Ugetsu*, it is also a tale from the medieval period. The wife of a nobleman (played by Machiko Kyo) innocently stirs such passion in a samurai (Kazuo Hasegawa) that she decides to take her life to prevent his murder of her husband (Isao Yamagata). The samurai, Moritoh, is so remorseful at her death that he crops his hair, begs the husband's forgiveness, and departs for a monastery. . . . It is hard to forget the formal perfection of *Gate of Hell*—the Kabuki playing (which reaches heights of special subtlety in moments between the wife and husband, and between the husband and samurai at the very end); the combination of scenes of legendary pageantry and interior drama; the delicate and yet exotic quality of the "paintings"

**FILMS**

which make up the film. Winner of the Grand Prix at the 1954 Cannes festival, *Gate of Hell* is one more proof that the Japanese film at its best is one of the most enthralling contributions of modern art.

**REVIVALS OF SILENT FILM CLASSICS (at the 55th Street Playhouse)**

"The Golden Age of the Silent Cinema" is being revived between December 17 and February 10 at the 55th Street Playhouse. Ten films conceded to be among the masterpieces of the early Twenties, the work of Fritz Lang, F. W. Murnau, Pabst, Eisenstein, and Pudovkin, will be presented in their original versions (thanks to the distributor, Thomas J. Brandon) with specially arranged musical scores, and program notes by Herman G. Weinberg. The festival offers a fascinating opportunity to see some of the ageless wonders of the medium: Fritz Lang's *Metropolis*, *Siegfried*, and *Kriemhild's Revenge*; Pabst's *Secrets of a Soul* and *The Love of Jeanne Ney*; Walther Ruttmann's *Berlin: A City Symphony*; Eisenstein's *Potemkin* and *Ten Days That Shook the World*; Pudovkin's *The End of St. Petersburg*; F. W. Murnau's *Tartuffe*. Each program will be shown for two weeks (see newspapers for schedule).

RUTH M. GOLDSTEIN

Abraham Lincoln High School

**SAY IT LIKE THIS**

1. You can tell when a teenager is driving: he always makes good use of the clutch.
2. An old-timer is one who remembers when a child asked for a penny and was satisfied with it.
3. Following in father's footsteps doesn't necessarily mean shadowing the old man.
4. At the reading of the will, all interested parties are sure to show up—relatively speaking.
5. It's no accident that the one-arm driver is usually the one harmed.
6. Spilling the beans is not unusual for the new bride; her mother is always getting an earful.

—JOSEPH SCHROFF



## Education in the News

*"I am tied to the stake, and I must stand the course."*  
—King Lear.

Talking out of the left side of one's mouth has always been a doubtful accomplishment. Justifying a principle by the ledger-deman of semantic gymnastics is similar to taking either side in a debate; it lacks virtue, intellectual honesty; it is inherently a kind of verbalistic aggression. It just isn't cricket.

Education is often the victim when a procedure is defended or attacked on the grounds of specious principle. In fact, a pre-concocted notion may be used as a protective mantle to confound, camouflage, bewitch, and bewilder. Such is sometimes the case when budget makers go to work. This is no quarrel with taking second-best when best cannot be obtained. This is a plea for honesty of purpose and a frank, realistic appraisal in terms of goals that might be achieved if only we had—whatever it is that we want—plant, money, personnel, etc., etc., but mostly money.

For there are mighty few educational problems that cannot be solved with money alone; we take for granted good will, sweat and blood, and good teachers. Take for example the perennial tilt of arms anent laboratory and demonstration science teaching. Demonstration teaching in science is better than none at all, and if we haven't the money for laboratory teaching, let's admit that it is second-best and not pretend that it is as good as, or even better than, laboratory science teaching.

For, inescapably, with the hand quicker than the eye, and faulty coordination between the teacher's lecture hall patter and his Houdini-like gyrations at the demonstration table, many a pupil has not seen what has taken place at all. He then depends on a blackboard notation or a fuzzy half-tone engraving in a textbook. This kind of science learning can lead sensitive pupils to a psychiatrist's couch.

For the most part the ear and tongue are the prime, overt agents of learning. In many areas, however, the eye and the hand are fundamental to efficient learning. This is true of art, home economics, shop, and science—as well as swimming, diving, dancing, and rope climbing.

## EDUCATION IN THE NEWS

Demonstration teaching is only one step removed from verbalization. For the most able pupils this can be a satisfactory experience; for the normal pupil, but especially for his slower brother, this method can produce a bumper crop of educational ulcers.

Dr. Raymond E. Kirk, Dean of the graduate school of Polytechnic Institute of Brooklyn, in the *Science Teacher*, for October, 1954, has developed this theme in his article entitled "Science Teaching and the Laboratory." I have excerpted a number of his significant paragraphs which are printed below.

*... How can one be interested in explaining the siphon, if he has never seen one work? How can a young person be intrigued by the phenomena of changing matter unless he has carried out the simple chemical changes. Each human being is a scientist! Each young person should himself have the chance to carry out controlled experiments to demonstrate how scientists work and think. Science is not magic; yet many young persons whose science experience consists only in watching demonstration lectures will be tempted to think so! ...*

*... the laboratory is the place where orderly habits can best be established. To observe and then to record in logical fashion what one has seen; to measure and then to report in tabular form the results of those measurements; to relate and to state concisely one's conclusion; to summarize and then to phrase that summary; all of these are habits whose establishment will make young people better members of our world. ...*

*... it is in the laboratory that the scientists of tomorrow will be recruited. ...*

*... We speak for the use of laboratories in the teaching of science because it is our sincere conviction that we will be cheating young persons if we attempt to teach science without laboratories. ...*

*... the argument based on cost deserves separate consideration. Laboratory supplies and equipment need not be expensive! In many instances less expensive pieces of equipment are better teaching tools than are more costly ones. Many a resourceful physics teacher has used the in-*



terests of his students and the resources of his own basement shop to fit out an outstanding laboratory. Yard sticks, spring balances, pulleys, and cords are much less costly than are most items of athletic equipment. . . . Baking soda is still primarily sodium carbonate; the effect of its water solution on litmus is still remarkable! The corner druggist is a good source for many chemists; the farm supply store for many others. . . .

. . . Actually, it is becoming increasingly important for the secondary school science curriculum to keep pace with the interest being developed in our primary and elementary school grades. . . .

. . . The best equipment in the laboratory may still be "in the head of the man running it" but the most salient challenge to the science student still remains to be his own scientific laboratory work and observation, carefully guided and inspired, and accurately recorded by him as a part of the learning experience. . . .

JACOB A. ORNSTEIN

J.H.S. 127, Queens

### THE BAD OLD DAYS

The Public Schools are the very seats and nurseries of vice.

THOMAS BOWDLER: editor of *The Family Shakespeare* [1818]



### AND THE GOOD NEW ONES

In hamlets I know best, the standard bearers of progress, civilisation, evolution, well-doing, the high life, better living, true religion—call it what you like—have been, without doubt, teachers at the schools.

J. W. ROBERTSON SCOTT: *England's Green and Pleasant Land* [1947].

## Chalk Dust

*Assembly plays have been written by teachers and pupils. Have you any that you would recommend to other teachers? Send a brief description (150 to 250 words) to Irving Rosenblum, Willoughby Junior High School, Brooklyn 37, New York.*

### AN ASSEMBLY PROGRAM

Teachers responsible for an assembly program play will be glad to know of a new play published by Samuel French that is sure-fire and "actor-proof." It is "The Seventeen-Year-Old Woman" by Irving Silverman.

We edited the text a little and added some business that evolved from our study of the play. The result was very successful.

Three different casts were used for the three performances. This was a deliberate sacrifice of professional excellence for the educational values of wider participation. The result was three delightful performances. The laughter began almost at once and continued throughout.

The play should be equally effective for senior students and for adults. It is a comedy of family life with dialogue that is witty and characters that are real. The play is very intelligently written and a pleasure to direct.

The performances were so delightful and the audience response so overwhelming, I felt that more teachers should know about this little one-act gem. It runs for about forty minutes and can be staged with little scenery and few props. It is certainly a welcome contribution to a field that seems generally to lack wholesome, intelligent, suitable dramatic material.

FRANCES SALZMAN

Somers Junior High

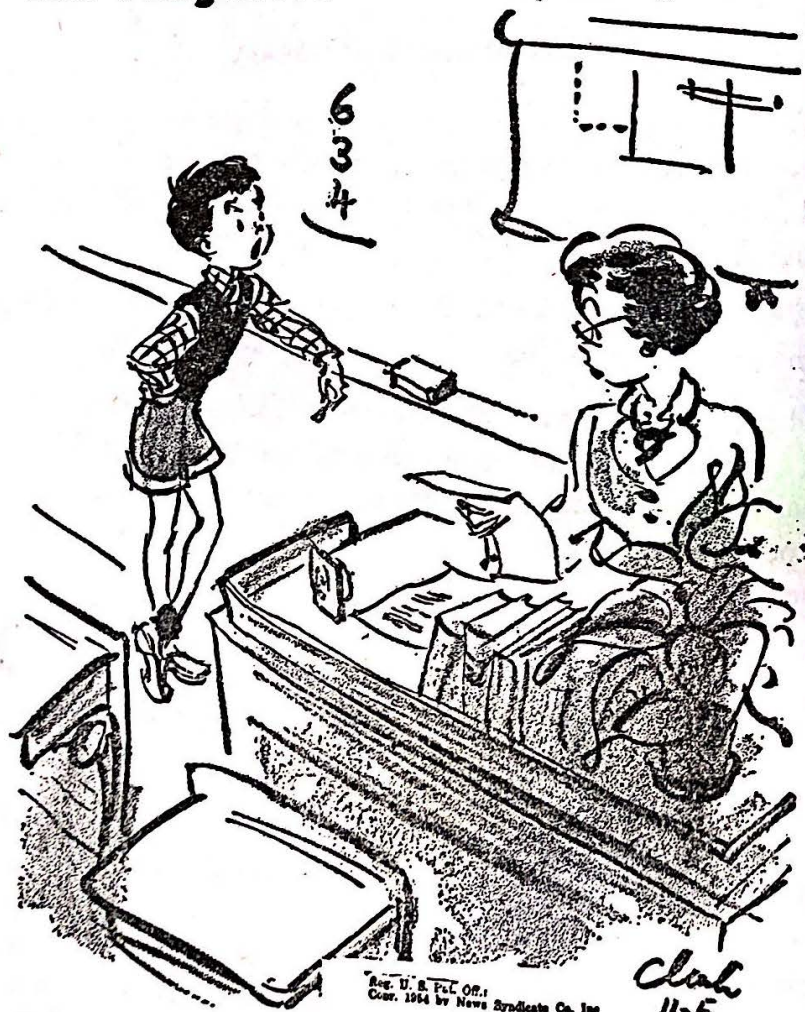


## HIGH POINTS OF HUMOR

*A cartoon-of-the-month selection  
by J. I. Biegeleisen, Art Department,  
School of Industrial Arts*

### The Neighbors

By George Clark



"I'm used to radio when I work problems, Miss Blake.  
If you'd sing one of the ten top tunes—"

*Courtesy, The News Syndicated Co., Inc.*

## High Points

### A LESSON ON PROBLEMS OF BROTHERHOOD AND CIVIL LIBERTIES

*Occasion: Brotherhood and Bill of Rights Weeks (Lincoln's  
through Washington's Birthdays)*

*Type of Lesson: Panel "Clinic" (Four students on a panel are  
presented with each of the following problems for their reac-  
tions; class discussion follows.)*

#### PROBLEMS

How would you react (what would you say or do) in each of  
the following situations?

1. A mixed group of high school students decide to eat in a fashionable mid-town restaurant. The waiter refuses to serve the group because one of the girls is a Negro.
2. You have just moved from Staten Island to South Carolina. The nearest high school to your home is a segregated Negro school. You decide to seek admission but are refused. You are ordered to attend an all-white school some three miles from your home.
3. A student in your history class is an avowed Communist; another an avowed neo-Nazi. Being both bright and talkative students, they constantly use every possible class discussion period to express their viewpoints.
4. After high school graduation, you apply for a position at an employment agency. You possess the qualifications for the job, but it is refused because the employer's religion is different from your own.
5. After a long drive to a resort hotel, you arrive at about midnight with your family. The management refuses accommodations because you are a member of the
 

Catholic	}	religious faith.
Jewish		
Protestant		



6. A Southern philanthropist has willed \$5 million to your college (a very poor one) provided no Catholic or Jewish students may attend in the future.
7. Members of a labor union decide to go on strike because the employer has hired several Negroes to work alongside them.
8. You are a native-born American. During a forum you hear a speaker urging the audience to demand that every foreigner be deported from the United States and that no D.P.'s be admitted in the future.
9. A soldier wounded in battle refuses a blood transfusion because it may contain Negro blood.
10. A twice-convicted American Communist-spy has recently been "freed" by the United States Supreme Court on the grounds that she was convicted by the lower courts on illegal evidence (wire-tapping).

IRVING M. HYMAN

Tottenville High School

### HUMAN RELATIONS IN THE CLASSROOM

Getting along with people, accepting individuals for what they are in terms of their actions, understanding oneself and the effect of one's thinking upon other people, appreciating the importance of cooperation and teamwork in everyday living in and out of school, increasing one's knowledge of the interrelationship of community problems with problems of the individual in the community, sharpening one's thinking about "out" groups, avoiding prejudgments, and understanding how vital national or international problems affect the individual—these are some of the many facets involved in this teacher's conception of the scope of human relations in the classroom.

Directly or indirectly inherent in the concrete teaching experiences discussed in this article are all of the aforementioned aspects of human relations. No claim is made as to the efficacy of all the examples in terms of both immediate growth in democratic attitudes and demonstrable improvement in all the pupils' behavior; nor is any serious attempt made to evaluate the results of such teaching in terms of assimilation or retention of material.

### HUMAN RELATIONS

Roughly eighty percent of all the material discussed herein was used in a slow seventh-year class where the average I.Q. was 80 and the amount of reading retardation about two years. With very few exceptions, all material used in the section "Problems in a Democracy" consisted of simplified condensations of reliable information gathered from various current newspapers, magazines, and pamphlets. In some cases the material presented was arranged in a pro-con pattern—the children reading the different points of view and then discussing them. I took special pains to vitalize the material in terms of the pupils' personal experiences and in terms of what they had learned before.

The few children whose reading ability made it impossible for them to comprehend the written word were able, if they were alert, to understand either the discussion or the cartoon characterization or the dramatization of the problem introduced.

#### Problems in a Democracy

**WIRE TAPPING.** The problem "Is Wire Tapping a Threat to Democratic Living?" was presented in such a way as to make the children think of the dangers and advantages of such a practice. One child stated that he was afraid that if wire tapping were indiscriminately used, America would resemble a police state. Another thought that if he felt that every time he spoke to his brother on the phone, there was a possibility of the wires' being tapped, he would be unable to boast about America as being completely free from fear. Another maintained vehemently that if there were a strong suspicion that a certain person were a Communist, then tapping that person's wires was a necessity since it might provide the government with enough evidence to convict him—thereby eliminating a potential threat to American security. Another more middle-of-the-road thinker declared that either extreme was dangerous, that America must make itself strong internally but not at the expense of undermining a basic civil liberty.

**DIVESTING OF CITIZENSHIP.** In connection with President Eisenhower's State of the Union Message, a discussion was held on the suggestion to deprive of his citizenship any person who knowingly advocated the overthrow of our government. To make the discussion more productive, I presented on the blackboard the



views of several newspapers. One boy drew a parallel between a Communist and Philip Nolan, the man without a country. A girl felt that long imprisonment might make a Communist repent and perhaps cause him to recognize the error of his thinking. Another thought that the Constitution prohibited divesting a person of his citizenship if he were born in this country—even if he was a Communist. The consensus was that Communists are a threat to everyone's freedom and that they should consequently not just lose their citizenship but actually be deported.

**REFUSAL OF REPATRIATION.** Productive of many interesting questions and comments was the discussion of the problem of the twenty-one Americans who had refused repatriation. Why didn't they want to return to their families? What were the Communists doing to keep them from deciding to be repatriated? Why did one of the soldiers treat his mother with scorn when she desperately tried to convince him to return? Should these soldiers be treated leniently because they were under pressure of Communist propaganda? Should they be dishonorably discharged because they allowed themselves to become duped? These were a few of the questioned posed by the children.

Some brighter boys and girls used sociodrama to project the probable feeling of the soldiers who refused to come back. Scenes of mental coercion were depicted. The most interesting dramatization was that of a G.I. who refused to return home because his home life and his living conditions were wretched.

In an editorial appearing in one of the leading newspapers, a breakdown of the educational, social, parental, and economic background of each soldier was made, clearly showing that all the men were lacking wholesome adjustment in at least one of these areas. The children seized upon these facts to substantiate some of their own ideas.

**JURISDICTION OVER SOLDIERS.** Should an American G.I. be tried by a foreign country for an act of vandalism which he committed against a citizen of that country or should he be tried by American military authorities? That question generated much heated controversy. One girl and three boys felt that since the G.I. had injured a foreign citizen he should be tried for his misconduct

## HUMAN RELATIONS

by the citizen's country. Another boy interjected that if the G.I. were tried by American military authorities, he would be acquitted with a light sentence which would not be a forceful enough reminder to prevent him from repeat performances. "On the contrary," replied a girl who had read of an American soldier who was heavily penalized by court martial for an act of violence he had committed against a Japanese citizen. "An American army court martial is probably more severe on the G.I. than a foreign trial."

Majority opinion ruled that the fact of a person's being an American citizen serving in the U.S. army did not entitle him to protection against seizure and trial by foreign authorities in connection with a violation of the law. A policy in which American soldiers were immune from the jurisdiction of the land in which they are stationed as occupation troops would not, the children felt, create the good human relations we were striving to foster between us and the occupied countries. We must not arrogate to ourselves the right of declaring that another nation's laws are inoperative just because our troops are there.

**WATERFRONT PROBLEMS.** Crime-infested conditions prevailing along the New York waterfronts made an interesting opportunity for studying the iniquities of the "shape-up," the "kick-back," the public loader, and the intimidation foisted upon shipowners by hoodlum bosses. One girl whose father worked as a longshoreman told some stories of dock thievery. She also provided us with a copy of the A.F.L.-I.L.A. newspaper (then in the process of being born).

Governor Dewey's Bi-State Waterfront Commission was discussed with a view toward ascertaining the positive steps it was taking to outlaw pier racketeering. The children's enthusiasm was noticeably dampened when they heard that the old mob-run I.L.A. had claimed victory over the A.F.L. in the recent pier election.

**THE BUS DRIVER.** The children of class 7-12 thought that the thirteen-cent bus fare on the Third Avenue Line was a terrible inconvenience to bus drivers, who must count the money carefully, turn the crank attached to the coin box so that the pennies register, and then drive on with a full load of noisy, inconsiderate pas-



sengers—one hand continually turning the crank, one hand on the wheel, one eye staring ahead while the other eye was on the alert for incorrect fares. Such a situation they agreed was not safe for the passengers because the driver was too preoccupied with counting his money to give his undivided attention to driving. (Some of the children's fathers were bus drivers.) After further discussion, the class concurred that it would be a good idea if they could get on the bus "without making too much noise"—"otherwise the driver might become confused and make mistakes which the bus company would charge against him." Another student said, "It would be a good idea before we get on the bus to have our fare ready." One thoughtful boy queried, "Why can't they make thirteen-cent tokens? That would save a lot of time."

**EMPHASIS.** In each of the problems cited, emphasis was placed upon discussion, argument, student evaluation, and note taking.

The fact that these children were in a *retarded seventh-year class* did not seem to militate against their discussing with enthusiasm and with what seemed to me to be intelligence some important problems faced in a democracy. What growth actually took place in critical thinking cannot be validly measured by any paper and pencil tests.

### Stereotypes

Stereotyped thinking is displayed frequently by children. Where there is a mixed element of nationalities and races, the occurrence may be accentuated. "That Spanish boy steals" may easily become "Spanish boys steal." The expression "Matzoh Ball" characterizing a Jewish boy is a dig at nationality distilled from a generalization based upon food habits. "He's a Negro; that's why he's dirty" is a good example of faulty generalization on the basis of assuming that one's color, if dark, is necessarily dirty. Fortunately much of this stereotyping exists on a verbal level and can accordingly be modified. The teacher may help to do this. Then again the children themselves are often led to see the errors of this thinking as the result of some classroom experience.

A story which I related about a basketball team composed of students of Jewish, Negro, Spanish, Italian, and Greek heritage working together to win many honors for their school prompted

### HUMAN RELATIONS

an interesting discussion on what makes a good team and what the responsibility of each member on the team is. All recognized that good players working together make a good team regardless of nationality, or color, or religion.

I do not believe that any particular race, religion, or nationality should be isolated for discussion. Such a technique of pedagogy is often painful to the particular group involved and may lead to a deep resentment toward the teacher on the part of these children. It may also tend to intensify the antagonism felt by the other group toward the "guinea pig" group.

**THE "OUT" GROUP.** As a rule our discussions are centered around the problems faced by girls and boys of all backgrounds, regardless of race or creed, who have some characteristic which causes them to be considered in the "out" group. Emphasis is placed upon strength of character and other wholesome personality traits as being transcendental in the consideration of such problems.

With particular reference to a newcomer in our class, I read to the children "The New Kid," a story about a new boy's attempt to become a member of a punchball team. He was refused several times because the "insiders" did not care for the way he looked. The ending of the story leaves the "new kid" crying because the "insiders" insist upon insulting him for his sissylike behavior while playing punchball. The class was visibly affected by the emotional impact of the story. I asked the children whether they had ever felt unwanted. Many children said yes and gave examples. "It's natural then for you to be hurt deeply, just as the 'new kid' was, for example," I said. "Now, honestly, how many of you"—and at this point I hoped that they would be truthful—"ever refused to accept on your team a boy or a girl whom you didn't take to immediately?" Several boys and one girl responded somewhat repentantly that they had done the same thing. They admitted after further discussion, which highlighted bona fide methods of judging a person, that they could have been more tolerant and that in the future they would try to be.

By the way, the newcomer in class 7-12 was subsequently taken in by the class in a more friendly way. Previously he had been received as *persona non grata* because he was a "queer" Puerto



Rican. The boys who had avoided choosing him for catching practice were amazed to find that he was "not so bad."

### Getting Along With Others

A very effective device for discussing personal problems in getting along with people is to present the class with a problem situation which you know exists in your class. Of course, all names used should be fictitious. For example: "Jerry never could understand why he was disliked by the boys and girls in his class. He never hurt anyone. He minded his own business. Whenever the class had a party, he simply was not interested. When the children danced, he sat in a corner all by himself. Why do you think that Jerry was not accepted by the class?" The children will have little difficulty in giving good answers. When the problem of what to do about such a difficulty arises, the following answers supplied by members of the class will be of value to any person in the class who is a "Jerry."

*John*—"He should take an interest in people."

*Lucille*—"He might try to get into the act by finding something he can do well and then doing it for the class."

*Joyce*—"He should be friendly and willing to cooperate with the class."

*Eddie*—"He should try to be funny so people would like his company."

*Gladys*—"He should be cheerful."

*Manuel*—"Someone should tell him that he will be very unhappy if he is a lone ranger."

**HELPING THE SOCIALLY HANDICAPPED.** Having each child make a self-evaluation chart rating himself on such questions as the following will reveal the need for improvement:

1. Do I have many friends?
2. Am I interested in working together with people?
3. Do people enjoy doing things with me?
4. Do I often say nice things about people?

### HUMAN RELATIONS

The president and the vice-president of class 7-12 assist me in locating children who are shy and too afraid to volunteer much information about themselves. These children are then placed next to friendly and helpful children who take them "under their wings"—sometimes too familiarly so. When the class goes to St. Mary's Community Center or when the class has a big party, these shy children have buddies.

Often the president informs me of some talent possessed by one of these withdrawn children. One such passive pupil became the center of attraction when he danced a mambo at our Christmas party.

The teacher should take every opportunity to bolster the egos of his pupils, especially if they are from substandard areas, by praising them for every attempt they make to better themselves socially, academically, hygienically. This praise, if sincere, goes a long way in fostering good teacher-pupil relations. It goes a long way in making the children—whose family life in many cases is full of tension—feel that it's a pleasure to be in school.

**APPRECIATING OTHER CULTURES.** One way of cultivating an appreciation of "cultural pluralism" is to ask children of diverse backgrounds to speak of some interesting things in connection with the area from which they came.

Dwight came from Honduras where the schools maintained corporal punishment to enforce discipline. Children could be whipped for infractions of the rules. Dwight's status in the class rose high when he described how he had fished for sharks and barracudas. He showed us a scar which he had received as a result of an encounter with a barracuda. His description of how sting rays are caught was fascinating.

Herbert came from Germany. Through an interpreter we were able to learn of the problems that the typical West German parents faced in raising their children.

Dorothy's description of life on a plantation of South Carolina was filled with the joys of horse-back riding, making succulent fried chicken, and singing songs while working in the sun.

Of course, no single project or exercise, no matter how good it looks on paper, can truthfully bespeak evidence of growth in the proper understanding and appreciation of democratic human



relations. But if the teaching situations are simple, varied, concrete, yet continuous, it is probable that some partial success has been achieved.

HAROLD NEWMAN\*

Woodrow Wilson V.H.S.

### EXPLORING VOCATIONAL INTERESTS IN THE NINTH YEAR

Our guidance department decided to subject the *Kuder Preference Record* to a three-year experiment in which each of the six grade advisers would have an opportunity to judge its value as applied to two of her respective ninth-year classes. It was also decided to administer the *Record* to the more academically gifted classes since ease in reading would obviate problems that might otherwise invalidate the results.

The general procedure was to permit two periods for the administration of the *Record* itself since the 168 items of three choices each required practically that much time. The third period was devoted to a computation of the Interest Profile. Each pupil scored his own record and prepared his own bar graph of interests. The fourth period was devoted to a showing of the strip film on vocational interests and to a discussion of its significance.

The general consensus was that this project had many positive values. To permit a more objective and perhaps more thorough appraisal of these values we decided to subject the last year's results to a statistical analysis as well as to a critical evaluation by the pupils themselves. Upon completion of the *Kuder Preference Record* the pupils were asked to list the three vocational areas which they expected would show up as their greatest interests, in their anticipated rank order.

It was interesting to note the many points of correspondence between the vocational preferences reported and those actually found. There was a total of 67 pupils, 23 girls and 44 boys. Science was found to be the greatest interest of the boys, and they had actually predicted that it would be so. The composite class interests were found by a process of weighting whereby each highest interest was given a weight of three, each second highest interest a weight of two, and each third interest a weight of one.

\* Formerly at J.H.S. 55, Bronx.

### EXPLORING INTERESTS

The following table shows the interests expected and those actually found in the two classes.

#### Vocational Interests of Ninth-Year Pupils

<i>Interests Actually Found</i>	<i>Interests Expected</i>
<i>Class 9-1 Boys</i>	
Scientific	Scientific
Outdoor	Outdoor
Mechanical	Computational
<i>Class 9-1 Girls</i>	
Clerical	Clerical
Artistic	Scientific
Persuasive	Literary
<i>Class 9-SP Boys</i>	
Scientific	Scientific
Mechanical	Computational
Computational	Literary
<i>Class 9-SP Girls</i>	
Scientific	Scientific
Social Service	Social Service
Clerical	Clerical

Fifty-four of the entire group were able to predict which would be the areas ranking among their two highest interests. As high as fifty per cent were able to predict precisely which would be their greatest interest. There was practically no chance for any influencing of judgments because they were not enlightened as to the nature of the ten areas until after they had computed their scores. Furthermore, their V scores were all within the range indicating the acceptability of the objectiveness with which they expressed their respective preferences.

UPON REFLECTION. The critical evaluation of the results was in the form of letters by the pupils written to the English teacher who, in this instance, was also the group guidance teacher. Thus the experiment afforded an excellent opportunity to integrate



group guidance with English. The following are some excerpts from the letters:

*"I thought that I was interested in clerical work and this test proved that I was."*

*"The result of this test was not very far from the result I expected. The first two choices were in reverse order and the third entirely different."*

*"The relationship between the test result and my occupational choice is very great. I want to be an electrical engineer, and for this job you have to have both scientific and computational ability."*

*"I learned from this test that my highest score fitted in with my ambition and likes."*

Some pupils were surprised at their results, finding that the fields which ranked highest among their interests were not exactly the ones they had expected to rank uppermost. These pupils, however, for the most part, were able, upon reflection, to explain their findings in terms of latent inclinations to which they had hitherto paid little attention.

Altogether the project proved a valuable and interesting one, stimulating excellent effort in written English.

EDITH ATKINSON, SAMUEL BARON      Horace Greeley J.H.S.

### AN EXPERIMENT IN GUIDANCE AND SOCIAL STUDIES

In the course of our ninth-year unit on "The Individual as a Worker," the students asked for guidance in choosing their careers and the high schools best fitted to meet their needs. All of the pupils had taken achievement and intelligence tests and these scores had been entered on their record cards. However, it was felt that these records told only part of the story; so we searched for and found other materials.

It was then we decided to embark upon this experiment. The pupils were members of three different types of classes. One was an "SP" class made up of boys of I.Q.'s over 125. Most of these boys were exceptional students who hoped to attend college and go into professions.

### AN EXPERIMENT

The second group were boys of normal intelligence. Most of them were in the algebra-foreign language group and had received good marks on their record cards. Few of these boys had formulated any ideas for their future. They expected to follow an academic course in the neighboring high school.

The third class was a heterogeneous group of boys. Some had high or normal intelligence, and others ranged to below normal. Many had weird ideas as to their futures, and some were far beyond the range of expectation.

**ORIENTATION.** The motion picture *Finding Your Life's Work* was shown to the whole group as an introduction to our unit entitled *Choice of a Vocation*. This film illustrates the theme "Know Yourself." It is an analysis of the building blocks necessary for a life crowned by "Success." After having discussed the suggestions, the boys drew the chart pictured in the film in order to emphasize those characteristics which they found to be necessary to achieve success. Then we distributed mimeographed self-rating scales listing the topics suggested in the booklet *Investing in Yourself*, by Ruth Strang. These were explained, checked, and added to the personal folders which the boys were assembling.

Next we showed and discussed the filmstrip *You and Your Mental Abilities*. This filmstrip illustrates the idea that persons differ in intelligence. Research has shown that mental skills can be measured. One needs to know his abilities in order to match them to the requirements of subjects he studies or the occupation he selects. By intelligent matching one greatly increases his chances of success. We noted the results of our achievement tests and made lists of the subjects in which we received high and low marks on our report cards.

The second filmstrip, *Discovering Your Interests*, presented a new idea to the students. It demonstrated the thesis that there are certain of our interests which can be measured by tests. Coupling ability and interest will lead to satisfaction and greater efficiency on the job.

**TESTING.** After these discussions the *Kuder Preference Record—Vocational Form CH* was administered to obtain a record of preferences. This record is a systematic approach toward the



selection of an occupation, for it is designed to point out occupations with which the student may not be familiar but which will involve activities of the type for which he has expressed a preference. It should also act as a check on whether a student's choice of an occupation is consistent with the type of thing he ordinarily prefers to do. We often find that the adolescent makes a choice of an occupation because it is being chosen by his friends or because he admires someone in a chosen field or merely because the job involves prestige. In order to increase his satisfaction and efficiency, we tried to have the student make a correct choice.

Taking and scoring the record is very simple. Each pupil is given a folder containing an instruction sheet, pages of questions, a self-scoring answer pad, and a large pin. The directions are easily followed. There is no time limit set. When a student has finished the test, he finds his scores by counting pin punches which appear on the reverse side of the answer sheets. Scores are obtained in ten general areas: *outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, clerical.*

Each student then receives a profile sheet. He copies the scores onto the profile sheet, and by following instructions he produces a bar graph which indicates his preferences.

**INTERPRETATION.** After a profile has been determined, occupations which seem to be indicated are discussed with the pupil. A manual and tables are supplied to assist in choosing the occupations to be considered. Using the manual and other data—such as the ability of the student, his health, and stability—suggestions for consideration of the student and his parents are evolved. The method used is not expected to eliminate the need for the student to investigate occupations carefully before deciding upon his life's work but it should be helpful in drawing his attention to occupations which deserve his special consideration.

Samples of the results may serve as illustrations.

1. M.K. I.Q.—127

<i>Achievement Tests</i> (given in 9th yr.)	Arithmetic	—12.1
	Reading	—11.2
	Skills	—on grade

AN EXPERIMENT

*Record Card*—Marks are excellent. Student is reliable.

*Kuder Record*

High (Scientific  
(Literary  
(Social Service

Low (Musical  
(Outdoor  
(Mechanical

*Student's Choice*—Law.

*Teacher's Suggestion*—Medicine.

*Reaction*: "Started me thinking."

2. R.M.

I.Q.—102

<i>Achievement Tests</i> (given in 8th yr.)	Reading	—9.1
	Arithmetic	—8.3
	Skills	—6.9

*Record Card*—Good marks.

*Kuder Record*

High (Artistic  
(Literary

Low (Outdoor

*Student's Choice*—A baseball player.

(His profile does not indicate a profession in athletics. At present he is very tall and strong and enjoys athletics.)

*Teacher's Suggestion*—Editorial cartooning. Advised to concentrate on English, social studies and art in high school and to follow sports as hobbies.

*Reaction*: "I like to draw but did not expect to get such a high score in the literary column."

3. M.R.

I.Q.—125

<i>Achievement Tests</i> (8th yr.)	Reading	—11.1
	Arithmetic	—9.4
	Skills	—7.6



*Kuder Record*High (Outdoor  
(Scientific)Low (Clerical  
(Musical  
(Computational)*Choice*—None.*Teacher's Suggestion*—Veterinarian.*Reaction*: "That is something I *would* like to be."

4. B.S. I.Q.—81

<i>Achievement Tests</i>	Reading	— 5.9
(8th yr.)	Arithmetic	—11.2
	Skills	— 5.2

*Kuder Record*High (Mechanical  
(Artistic)Low (Literary  
(Musical)*Teacher's Suggestion*—Printer.*Reaction*: "It came out what I wanted to be."

APPLICATION. The students then did research work on the preparation and qualifications needed for the job chosen and recent trends in that field.

They got a great deal of fun and satisfaction out of this experiment. Many students received suggestions which were new and interesting. Some had their fondest hopes made more real; others were advised to think over the prospect of changing their dreams.

We closed our experiment with the showing and discussion of two filmstrips. The first, *The Nature of a Job*, stresses attitudes of the worker, and the second, *Finding the Right Job for You*, demonstrates ways of applying for a job.

## AN EXPERIMENT

Did we close our experiment? No, we felt that we had probably opened the way for further experimentation.

## MATERIALS:

1. *Kuder Preference Record*; Vocational Form CH  
Examiner Manual  
Self-Scoring Answer Pads  
Self-Interpreting Profile Sheet  
Published by Science Research Associates  
57 West Grand Avenue  
Chicago 10, Illinois
2. Filmstrips
  - a. *Discovering Your Interests*—A-626-2
  - b. *You and Your Mental Abilities*—A-626-1  
—from the  
"Life Adjustment Series"  
Society for Visual Education  
—sold by  
Stanley Bowmar Co.  
513 West 166 Street  
New York 32, N. Y.
  - c. *Finding the Right Job for You*  
McGraw-Hill Book Co.  
Business Etiquette Series #2
  - d. *The Nature of a Job*  
N. Y. *Journal-American*  
Wayne University, with the Institute for Economic Education
3. Moving Picture  
*Finding Your Life's Work*  
Mahnke Production  
Film Library—Board of Education
4. Booklet  
*Investing in Yourself* by Ruth Strang  
N.E.A., 1201 Sixteenth St., N.W.  
Washington 6, D. C.

GRACE E. CANO

J. H. S. 79, Bronx



## OUR CLOSETS ARE BULGING\*

Sometimes we at Haaren feel that the punch line of the old psychiatrist-pancake story—"I have closets full!"—applies to us, except that, in our case, there is sanity behind the quip. Every teacher of tenth and eleventh year English has one or two sets of attractive new textbooks in his supply closet.

For years, we patched, re-enforced, took in, and let out our course of study to suit the changing shape of our student body. At last, now that certain characteristics seem fairly well established, a committee has begun work on a completely new suit of clothes. The most apparent constant feature of our student body is that, because of a lack of skill in reading, only a small number appreciate literature and a considerable number are severely handicapped in other subjects that depend on reading. Our attention, therefore, was directed toward improving reading not only in English, but in other subjects as well.

**ORGANIZATION OF COURSES.** In the ninth and tenth years Haaren offers a two-track course of study, remedial and general. In the eleventh and twelfth years there are three tracks, remedial, general, and academic. In addition, during the last two years, there are classes designed to meet special needs, talents, and interests.

The general aims of instruction in English remain the same in all grades and on all levels. The committee summarized these aims by describing certain characteristics that we should like to see developed in a Haaren graduate through his classes in English:

1. He should value the ideal of American democracy and be proud of this country's language and heritage.
2. He should have begun to evolve sound standards of personal and social conduct.
3. Through an understanding of his own problems he should understand and sympathize with the problems of human beings all over the world.

\* A report by the Committee on Reading, Department of English, Haaren High School: David Richstone, Esther Strunsky, Milton L. Zisowitz.

## OUR CLOSETS ARE BULGING

4. He should be capable of appreciating and evaluating the society in which he lives and he should be willing and able to play his part in strengthening and perpetuating American democracy.
5. He should be a firm and outspoken advocate of democratic education.
6. He should be able to read and listen critically and intelligently so that he may acquire the information and background necessary to understand himself and the world.
7. He should be able to convey information and ideas clearly and forcefully either orally or in writing.
8. He should be able to formulate and arrange his ideas and arrive at logical conclusions and rational opinions.
9. He should seek and find pleasure in books and in all art forms that depend largely or wholly on the written and spoken word.

These aims are, of course, idealistic. Certainly, we shall not be able to achieve all of them with all our boys. To the extent, however, to which we do achieve them, we shall have served our purpose as teachers of English.

If these aims seem almost impossible to realize, there is all the more reason for us to make provisions for approaching them. In this way only can we hope to attain them ultimately.

We realized that it would be wasteful to supply attractive new books to be used in the customary way, in the hope of ensnaring the attention of the reluctant. How long before the new book would be left unread at home? How long before class discussion would show that only a third of the pupils had done the necessary reading in preparation? Clearly a new approach in method was needed so that all pupils, not only those in remedial classes, would receive training in reading. Only such training would pave the way to a deepening of appreciation.

**PREVIOUS INNOVATIONS.** An experiment in spelling, begun the term before, had given new status to the study of English. The experiment involved a department-wide campaign which created interest and increased effort largely because it offered fre-



quent opportunities for the pupil to note his own progress. Another innovation last term was the use of uniform notebooks with specially planned useful information printed on the inside covers. Each English teacher uses the notebooks as he chooses, but the universal effect on our pupils has been to increase their regard for the subject by appealing to their pride and their sense of accomplishment.

**NEW DEVELOPMENTAL READING PROGRAM.** To insure a similarly concerted campaign for the success of our projected developmental reading program, the committee began to examine possible materials and methods. We attempted to arrange the course of study in literature around interest units or themes, bearing in mind the stages of psychological and intellectual growth at which we find boys of high-school age. Conscious of the theme, both teacher and student will relegate such matters as form, technique, and factual details to their properly minor place in the study and enjoyment of literature. Our hope is that we will remember the guiding aim in teaching literature, that should embrace and transcend all others—the development of a love for reading and the enjoyment of literature.

#### Themes

**First Year:** We seek adventure through our own experiences, through the experiences of men who have lived exciting lives, and through books about adventure.

**Second Year:** We try to understand ourselves, our families, and the communities in which we live.

**Third Year:** We grow from boyhood to manhood, living and behaving as grown men, thinking of the problems we face as adults.

**Fourth Year:** We face the world in which we live, knowing full well that our own future as well as the future of humanity depends on our understanding of the problems of our fellow human beings no matter where they live.

#### OUR CLOSETS ARE BULGING

**CLASSROOM READING.** After much discussion and weighing, we decided to invest in two anthologies, *Good Times Through Literature* and *Exploring Life Through Literature*, published by Scott Foresman and Company. The books were introduced in the tenth and eleventh years as basic texts. One set of the anthology is kept in the classroom. No longer does a pupil hinder the progress of a lesson by not having his book. The material is graded and is to be used consecutively. Each book has a glossary and focal questions at the end of each selection, as well as a variety of exercises.

Using anthologies as we planned presented unaccustomed problems. Having so much reading done in class at first appeared a drawback, but it has actually offered several advantages. It grants wide latitude in providing for individual differences in skill. It permits the teacher to give attention to individual pupils while the rest of the class is reading. A bright group that has finished one part of the work can go ahead with a new activity. There is so much supplementary material in the form of exercises, notes about background, authors and words, and lists of "More Good Reading," that the brighter pupils can be kept profitably occupied. A *Teachers' Manual* is rich with suggestions and plans.

Besides this, mimeographed work sheets are being developed which may be borrowed in sets for class use. The work sheets are related to each selection to give practice in the various reading skills. The pupils seem to enjoy these because they represent the unexpected, problems challenging and fresh.

We learned of other disadvantages in our use of anthologies that did not disappear as easily as the first one mentioned, and which required special handling. We found that—

1. Lack of homework promotes poor attitudes and work habits.
2. Students are given no training in the reading of full-length books.
3. Because students are limited to the material in their anthologies, it is difficult to provide for individual differences in interests.
4. Students are not encouraged to develop the habits of leisure-time reading.



5. There are insufficient opportunities for developing class discussions on books and related topics.

HOME READING. We believe that a controlled supplementary home reading program will not only overcome these disadvantages but will also contribute positively to the fulfillment of the aims set forth earlier in our report. A controlled program has many advantages over the so-called "free reading program."

1. Supplementary reading can be coordinated with the developmental reading program.
2. Because students will have reading experiences in common, classroom discussions should be more interesting and significant.
3. Because the books in each unit will vary in difficulty and interest appeal even though they deal with the same general theme, provision can be made for individual differences.
4. Because provision can be made for individual differences, students on all levels can be drawn into the classroom discussions.
5. Teachers can provide individual reading guidance.
6. There will be some assurances that books for home reading will be worth-while.
7. Superior students can be encouraged to do extensive reading, utilizing detailed bibliographies that the school library will provide for each unit.
8. The teaching manuals that will be prepared for each book and for each unit as a whole used in conjunction with the manuals and the workbooks that accompany the anthologies will make teaching easier, more pleasant, and more effective.
9. Mechanical difficulties involved in securing books for home reading, in approving such books, in arranging reports, will be minimized for both teachers and students.

CONTINUOUS PROCESS OF CHANGE. In preparing this course of study, we have had to consider expense, our present book supply, and the titles available on approved Board of Edu-

## OUR CLOSETS ARE BULGING

cation lists. It is neither ideal nor final. We believe, as a matter of fact, that no course of study in literature or in any other area of English should be fixed. We should always be ready to adapt ourselves, our methods, and our materials to changing conditions and new opportunities. As more money and better titles become available, we shall drop certain books, add others, and make further changes that will improve the course of study.

One of our major problems is the teaching of poetry. We believe that the best place to teach poetry is in the classroom. It is the extremely rare student who will take a volume of poetry home and read it with pleasure and profit. We propose, therefore, that a set of anthologies be kept in the classroom and that appropriate poems be introduced when the occasion arises. *Stories in Verse* will be used in the tenth year; *Off to Arcady*, in the eleventh. A committee will examine each anthology and will make specific suggestions concerning poems that are suitable for use with each unit.

This course of study will present certain problems of methodology. We recommend that small committees be organized to prepare detailed teaching manuals for each unit. Such manuals should include sample lesson plans, guides to each book, enrichment devices, and suggested report procedures. When they are used in conjunction with the invaluable teaching guides that accompany our anthologies, they should go far toward lightening the load of teaching.

We have tried to provide supplementary reading books for each of the required units in the tenth and eleventh years. Students in normal classes will be expected to read at least one book for each unit or a total of four books each term. (An entirely separate course of study for remedial classes based on our new text, *Let's Read*, will soon be ready.)

We are aware that the English problem, and more specifically the reading problem, is not limited to the English department alone. Just as improvement in spelling must not be tackled sporadically in isolated classes, so improvement in reading must be the concern of every class where the printed word is used. For that reason, we have established a Reading Council. This Council consists of one teacher each from the departments of industrial arts, mathematics and science, and the social studies, led by a



teacher chairman from the department of English. Their work so far has been to pool problems and explore solutions by working out materials and methods which they hope will make the content of each subject more meaningful to our pupils.

Demonstration lessons in teaching reading techniques are projected; basic vocabulary lists have been developed; interdepartmental meetings have been planned. We hope that, by attacking the reading problem on all fronts with a cooperative program, our pupils may gain in comprehension and consequently in appreciation.\*

### TAFT NEWSPAPER'S SPECIAL ISSUE TO THE PHILIPPINE ISLANDS

Youth is a time of experiment. If things turn out badly, the press makes much of it, for evil adds spice to the news of the day, and some publications, like cheap restaurants, depend on sauce to conceal the poor quality of the meat. When intentions are good and accomplishments great, there are few to note with candor, "We never did such things in our day!"

As advisor this term for the school publication, the *Taft Review*, I was approached by an enthusiastic group of editors who wanted to put out a special issue, in English, for the students of the Philippines. The choice was based on the admiration in those islands for William Howard Taft, first civil governor, and the man after whom our school is named.

Similar projects had been successfully undertaken by students at Horace Mann, using their newly acquired knowledge of Russian to send a paper to Russia, and by pupils at Scarsdale High School, who sent an English edition of the *Maroon* to India.

The first step was a trip to Scarsdale High School to interview Mr. Franklin Myers, who knew the answer to all the questions except the crucial one of how Taft could raise money for so costly a project as a special issue without advertisements.

A whirlwind campaign began almost at once, with direct contributions sought by a well-organized staff. Books and other do-

\* Readers are referred to Mr. Milton Zisowitz, of the English Department at Haaren High School, for copies of the new department textbook list.

### FOREIGN LANGUAGE ENROLLMENT

nated items, such as belts, plastic boxes, and candy bars, were put on sale in the *Review* office. All this time we were meeting our deadlines for the usual monthly issue put out for our own students.

After raising \$150 by ourselves, we turned to the Parents Association, which generously donated \$100. The printer of our school paper amazed the staff with an offer to pay one-fourth of a bill for our 13,000 copies. Never again will they think of the Robin Hood Press as a cold, commercial firm! Finally, the General Organization heard our pleas at a special meeting, and voted to supply any funds still needed to meet our bill of \$500.

Assignments were given out to willing staff members, and the photography staff was told to supply plenty of pictures. June was a busy month, with the deadline for our regular issue and our special one overlapping. Page editors went from Regents examinations down to the printer for page proofs, and on June 25 the issue arrived.

In our small way we feel that we have taken a step towards better relations with teen-agers of other countries. In so doing, we are helping to pierce the "clouds of false ideas" about Americans that we talk of in our editorial, and to fight what Barbara Ward calls the "miasma of suspicion." Other schools may want to imitate our project. We hope they have the fun and success enjoyed by our group here at Taft.\*

ETHEL K. HARTE

Taft High School

### FOREIGN LANGUAGE ENROLLMENT

The enrollments in the foreign language classes in the city schools show an overall increase of 6 per cent.

All languages indicate a gain except German, Latin, and Norwegian. German lost 6 per cent and Latin 9 per cent. These losses are due primarily to the fact that the first year of language instruction is now in the junior high school, because of the change from 8-4 to the 6-3-3 plan. Since most junior high schools offer only two languages, the great majority of the pupils is restricted to French and Spanish. Inasmuch as the junior high schools feed the senior high schools, the number of pupils entering the second year

\* Readers are referred to the author for copies of the Philippines issue.



of German and Latin is considerably reduced. Only in the evening schools do these languages show an increase.

The largest numerical gain, 5,058, was made by Spanish; the largest percentual gain, 10 per cent, was made by Hebrew. Italian rose by 725 or 7 per cent. French has been rising steadily during the last two years. Last year the gain was 3 per cent; this fall it is 4½ per cent.

In detail, the enrollments are:

	October, 1953	October, 1954
French	45,954	48,063
German	5,455	5,111
Hebrew	4,838	5,330
Italian	10,392	11,117
Latin	4,997	4,563
Spanish	56,771	61,829
Greek	4	6
Norwegian	90	79
General Language	166	204
	<hr/> 128,667	<hr/> 136,302

THEODORE HUEBENER\*

### HUMAN-RELATIONS TECHNIQUES AND THE SLOW LEARNER

At Halsey Junior High School the educative process provides for the continuous growth of each child with special provision for differences in individual needs and abilities. Yet, in a dynamic society of adolescents and pre-adolescents, the realization confronts teachers and supervisors that more effective teaching techniques must be developed. Our school's program and progress, I think merits an evaluation of "well done." But we are not satisfied. Therefore, the curriculum plan, with constant supervisor-teacher appraisal, evaluation, and revision, strives to serve better the Bushwick community in which our school functions.

\* Director of Foreign Languages.

### HUMAN RELATIONS AND THE SLOW LEARNER

Our faculty, I feel, accepts the challenge that all the children are the concern of the school. Thus, provision is made for those pupils who are eligible for the special-progress classes. In addition, the school continues its manifest function of guiding those pupils who are average American boys and girls. Both these groups have an enriched curriculum geared to their needs and to the needs of American democracy. But in a society which obliges all children to attend school, a third group of groping youngsters, the slow-progress pupils, presents a pressing problem.

At Junior High School 85, Brooklyn, we have been studying the type of schooling we should provide for these slow youngsters. (The writer has been associated with the classroom, school, camp, playground, and community problems of slow learners since 1934.) We have, I think, been successful to a measure, but professionally we are not satisfied. In 1950, supervisors and guidance personnel, encouraged by the school Curriculum Council and resource people, mapped out a scheme of action to better the existing program for the slow learners. The decision to form two experimental classes for these pupils was put into operation in September, 1951. One group consisted of very-slow-progress pupils while the other was composed of slow learners with various emotional and behavior difficulties. Interviews and discussions with the six elementary feeding schools, supplemented by intensive studies of individual pupil records, formed the bases for pupil placement in each particular section.

After weighing the experiences, procedures, and behavior changes in the pupils involved in this experiment, I am inclined to feel that the design for both our present and future slow-learner groups will prove even more rewarding for those participating in the project. The dynamic progress of the plan is the result, I believe, of the schoolwide teamwork and genuine partnership of faculty members. It flows from an expression of the creative, co-operative and self-generating zeal of all the participants. The passages to follow will summarize the writer's experience in the experiment.

As early as May of the school year I began to prepare myself as a teacher of the incoming September class of emotionally disturbed slow learners. My approaches to the problem, premised on my belief in the innate worth and dignity of the individual child, and



on the child's claim to a richer selfhood, have outlined the following pattern. My initiatory steps have focused on the establishment of a two-way road of pupil-teacher communication.

Academic concerns frustrated most of the pupils who found themselves in my official class. (In some junior high schools unit teachers work with two classes.) Most of the usually accepted means of defending their individual personalities had already been noted accurately by their elementary school teachers. Truancy, frequent periods of absence, aggressiveness, rejection of group participation, extreme touchiness, defeatism, and assorted anti-social tendencies characterized the assemblage. Common sense dictated the broad area in which I started. While it was non-scholastic, yet it was not without definite plans for the all-around development of each youngster entrusted to me. The non-verbal approach did not mean that the Three R's would be forgotten.

The class analysis sheet gave me a working profile of my group. I discovered as much as I could about individual pupil interests, friends, and neighborhood. To introduce myself to my incoming class I employed the lowly but inestimably worth-while picture postcard. During the summer I began a writing campaign aimed at making these youngsters want to meet me in school on opening day. These short notes caused children on the same or neighboring blocks to make acquaintance before that lonely and, at times, frightening day when approximately five hundred apprehensive new seventh graders gathered for the first day of junior high school. Psychologically, I think, my group was more united than many of the other incoming classes. In their minds no doubt existed as to their official room or their teacher. They commenced with a feeling of belonging—simple as it was.

Parents and guardians were included in my writing campaign too. Letters about our school informed them of the opportunities which our school held for their sons and daughters. My own personal message invited each parent to visit me in school to discuss mutual plans for the welfare of the new Halseyite. The necessity for a complete physical examination of the child was explained. In fact, I included the usual dental blank so that parents might accomplish this vital visit prior to school's commencement. Unfortunately, I cannot report that parents were over-zealous in discussing plans for their children.

## HUMAN RELATIONS AND THE SLOW LEARNER

In class I made (as every teacher does) every effort to associate the names which I had previously memorized with the personalities I now faced for the first time. This atmosphere of "the teacher knows me" assisted appreciably in building a desirable homeroom climate of social relations. I made a point of letting each pupil know that I knew of at least one very commendable trait of his personality. My former pupils, and either friends, relatives, or older brothers or sisters of the class members, afforded opportunities for an exchange of and a sharing of pupils' ideas and of teacher's stories. Disconcerting? Perhaps, but thought-provoking were some of the observations and remarks of these newcomers. Nevertheless, the bipolar rhythm of action and reaction between the teacher and the pupils had commenced.

Purposefully, during the initial weeks of the term I made no overt demands for written work nor did I allow any non-reader or extremely slow reader to suffer a possible pang because of a present disability. We could all voice our feelings to some degree. Thus, a guided sharing of ideas loomed large in the pupil-teacher planning of the class. The oral autobiographical technique proved interesting to the pupils and informative to the teacher. An elementary beginning had been made in what I term "a classroom atmosphere of reciprocal responsibility." My original class analysis sheet, I discovered now, was by no means exhaustive. New individual pupil interests and personal problems—possible approaches for me—appeared every school day. In fact, private and public recognition of pupil-propelled activities served only to increase the number of interests with which the class concerned itself now. The Cimmerian cloud was not evidenced in our class.

Arts and crafts, hobbies we named it on the daily agenda, tend to help some of the emotionally distressed youngsters work out the tensions in socially acceptable ways. This was, also, an endeavor in which I could almost insure some degree of achievement for my youngsters, who needed personal security so much. Trite but true, nothing succeeds so much as success. Consequently, I cluttered up my desk with simple but attractive interest-holders. Loomwork, shellcraft, figurecraft, foilwork, painting, and model building started the ball rolling. Time in class was allowed for individual work on these projects. (During a visit to one of these experimental classes Dr. Elias Lieberman opened a whole new world to



Anthony L, whose scale model plane was praised. Anthony is now studying the automotive trades at a nearby high school.) Pupils, in many instances, sensed that the teacher meant "getting this problem completed." All the while the class in general talked about the worth of practicing the *Three C's*—Care, Courtesy, and Cooperation—both in and out of school. Personal and group responsibility began to have a real meaning for my slow learners. The myriads of opportunities for self-help supplied in many instances the occasions of learning, growth, and mastery. All hobby projects were publicly recognized, and some outstanding results were exhibited in the principal's office. Some hobby-inspired efforts actually highlighted the school's hobby and talent programs in the auditorium sessions. (John N's fact-studded talk and exhibit of pigeons and Dana F's collection of important ores and rocks will long be remembered.) Papier-mache and paste and paper model figures, inspired by the stories told by librarians in the Saratoga Branch Library, culminated one unit on the appreciation of good literature. (Edward D's colorful illustrations of stories enjoyed were exhibited during Book Week.)

Ample opportunities for utilizing the precepts of social living in real life situations were afforded the class in its "out-of-school learning laboratory.\* The significant aspects of the social studies program were enlivened and made more vital to the pupils through some personal experience connected with the academic materials studied. This has been proved in my classes after planned visits to such places as St. John's University, the Cloisters, the New York Public Library, the Stock Exchange, the Custom House, the Ford Motor Plant, the New York Telephone Company, the Pacific Restaurant in Chinatown, the Seamen's Institute, the Roosevelt Savings Bank, City Hall, the Municipal Building, Washington Market, Riverside Church, a tour of the New York Harbor, a walk across the Williamsburg Bridge, and, of course, the various museums of New York City. After such experiences the need for employing the skills and learnings of the language arts became obvious to the class. During our field trips (we have taken as many as thirty-five during the school year and at no cost to the student

\* "Community Resources for Vitalized Learning," HIGH POINTS, November, 1953.

## HUMAN RELATIONS AND THE SLOW LEARNER

except for the bus to the Ford Plant and the dinner at the Pacific Restaurant) sufficient freedom from various restraints allowed personal initiative and individual responsibility to have full play. I can report that at no time except with Joseph S. and George J. did any serious behavior problem arise during a trip. In fact, our groups were several times commended for their adult behavior in places like the Cloisters and the Stock Exchange. My pupils learned through guided experiences within the school's control not only the socially accepted way of traveling on subway, bus, and boat, but also the social studies content (according to individual pupil ability) of the *Scope and Sequence* for the junior high schools. Nowhere, as I appraise the program, has the school's obvious purpose of teaching the *Three R's* been sacrificed to the goal of all-around social living set by the experiment.

An especially effective technique in fixing social studies concepts and in using functionally the learnings of the language arts was the written review, composed by the class, of each excursion into the community. In such a situation, guided by the teacher, real personal and group contribution to a class problem was realized. Real purpose was evidenced for being alert and conscious of what was happening in the social scenes in which the pupils found themselves each day. The need for simple note-taking, the understanding of group rules, and the value of accurate observation became vital for these slow-progress learners. Indeed, book learnings took on a different meaning for these pupils and individual growth for many pupils began again in the situations the educator strives always to establish for every learner. (A check at the Saratoga Branch Library will show that almost a majority of these pupils have continued to use the cards they had obtained for the first time as a result of a planned library visit. Jacqueline T. and Frederick T. both virtually live in this new literary world which was opened to them but a short time ago.)

During the entire dynamic process of making school more meaningful and pleasant to the slow learner, I remembered always the individual worth of each child. The ideal was not to disturb the rapport that must exist between pupil and teacher in any good teaching-learning situation. The principles of good mental hygiene were the framework in which I functioned in my class of perplexed slow learners. The planners of this experiment at Halsey Junior



High School have concluded after much study that within the frame of the obviously imperative regulations and rules, there remained plenty of room for individual pupils to grow. We had to be ready to direct this growth. The teacher, at various times, as guide, confidant, friend, peer, or parent, tried always to keep the two-way avenue of human relations operating on the level of the child involved. It appeared that a policy of approval and support (on the basis of pupil ability) yielded better results from these students than harping criticism, routine acceptance, or punishment. My official classes of slow-progress pupils have placed consistently with the top ten classes in attendance since the experiment began. The birthday card with a personal message in the teacher's own handwriting or a little get-well message accomplished much with the child who has too often connected unpleasantness with his school experiences.

In conclusion, I must categorize two predominating characteristics of the educational challenge offered to the staff at Halsey by the incoming maladjusted slow learner. The interaction of human personalities is dynamic. The human equation has not yet been set down as a fixed fact. In our experiment one feature is the frequent individual deviation from the usual pattern of social behavior which pupil and teacher have worked out in terms of the broad goals of education in New York City, and the other is the constant individual pupil progress along paths the teacher has helped to open to inquisitive minds. It is the latter which impels us at Halsey Junior High School to continue our experimentations for a more improved and more effective learning-teaching laboratory for the slow learner.

GEORGE J. HOFFMAN

J.H.S. 85, Brooklyn

#### GEORGE MEREDITH OFFERS AN EXCUSE FOR NOT TAKING A PROMOTIONAL EXAM

Sir Willoughby Patterne: "... I am not ambitious."  
Laetitia Dale: "Perhaps you are too proud for ambition,  
Sir Willoughby."

—from *The Egoist*

## Book Reviews

**THE ADOLESCENT: A BOOK OF READINGS.** Edited by Jerome M. Seidman. The Dryden Press, New York, 1953; 768 pages, with index, \$4.50.

As educators, we aim to foster the growth of young people toward a responsible, competent, and rewarding maturity. In order to succeed in this goal, we must start with a knowledge of the pupil himself. What is he like as a human organism when he comes to us? What changes is he likely to undergo during the time that he remains under our tutelage? "Know the pupil" is perforce the first step in teaching.

We must, for example, be aware of physical and physiological changes and their implications for school work; emotional requirements such as the need for having success experiences and the prestige that goes with them; the influence on the young person of groups such as the family, peers, the classroom and the community; the impact of developmental goals with their inexorable demands for decisions concerning careers, colleges, mating, values, avocations, friendships, and community membership; and each individual's present mental, physical, emotional, and social status. Only with such knowledge well in mind will we be able to function effectively as teachers and as subject matter specialists.

In helping to meet this need for a knowledge of the pupil, *The Adolescent* will prove invaluable. It is a storehouse of carefully and expertly selected reports; a whole resource shelf of original, authoritative, and recent findings in adolescent psychology. Added to a professional library, it should soon enter the top bracket of books that are frequently consulted and animatedly discussed.

Dr. Jerome M. Seidman, a professor of psychology at the University of Maine, did as perceptive a piece of work in organizing the book as one could possibly hope for. He selected six major aspects of adolescence to comprise the six parts of the book; sub-divided each part into its components to form the chapters; selected from two to five first-hand reports of original research to constitute each chapter. Part six ("Understanding and Helping the Adolescent"), for example, is divided into three chapters entitled "Individual Approaches," "Group Approaches," and "From Adolescence to Adulthood." The last chapter consists of two readings: "Emotional Maturity" by Franz Alexander, M. D., and "Manifestations of Maturity in Adolescents" by Ruth Strang.

Through this organization, Dr. Seidman has gained comprehensiveness and diversity; through his informed judgment in selecting the readings, he has assured us maximum significance, usefulness, and interest.

As concrete illustrations of the significance, usefulness, and interest of the sixty-seven papers to teachers of adolescents, consider the following quotations taken from a cross-section of the book:

(Emotional) p. 241

(There) are two fundamental emotional needs which must be



satisfied for each individual. First, every human being has to feel that he "puts himself across" through achievement, that there is something appropriate to his abilities and capacities which he can do well enough to make other people take him into account. . . . The second prerequisite for mental fitness (is) a need to feel wanted and secure with other persons. . . . Security is found on two levels: the level of real love in the intimate family group; the level of acceptance by persons in the broader, social world.

—CAROLINE B. ZACHRY

(Group: Peers) p. 318

Individual (opinionative) positions deviating from the generally accepted code are feared and shunned. This is shown by hesitancy in expressing opinions contrary to common beliefs and by approving wrong behavior if one's associates are involved in the act. There is a marked tendency to subordinate individually held positions and beliefs to both adult and peer-group opinion, even when one's own positions are considered morally right. Exceptions to this submissiveness to peer-group opinion occur only in cases of conflict between peer opinion and some higher authority, such as the church, parents, or the community code.

—HILDA TABA

(Group: Classroom) p. 599

How can teachers develop in their classrooms the best possible environment for learning?

—ED.

Pp. 603-4

The first of these sources (of increased pupil motivation) lies in the method of goal determination—the extent to which they are determined by the entire group including both pupils and teachers.

The second source . . . lies in the extent to which the teachers and the pupils build a supportive atmosphere . . . one which helps each child to realize that he is an accepted group member.

A third source . . . lies in the extent to which the . . . members of the class are accepted as participating members. . . . (Each) can benefit from the knowledge, skills and abilities of all the other members.

—TROW, ZANDER, MORSE, and JENKINS

(Group: Classroom) p. 598

. . . (The) power component of the relationship (between teacher and pupil) could be reduced to a very minimum, and . . . the development of mutually friendly, helpful relations would take the central position in the relationship. . . . (Students) would not be asked to reconcile the apparently unrecon-

## BOOKS

cilable conflict between power and friendliness, and they could respond wholeheartedly in the friendly atmosphere. Specifically, teachers would become truly co-workers with their students, taking the role of colleague in the learning situation. They would have little need to spend time in the role of judge, authority, or purveyor of decisions and power. . . . (This) represents an issue that must be resolved in education.

JENKINS and LIPPERT

(Group: Community) p. 667

On the basis of experience in the (Chicago) Area Project, it may be said that the organized efforts of neighborhood residents are of very great help in bringing a downward trend in the volume of delinquency. . . .

In the Russell Square area . . . (a) trend line fitted to the rate of arrests for boys of Juvenile Court age . . . shows a decrease of 58.6% for the period from 1930 through 1944. . . . (Comparable) arrest rates for the remainder of the same police district show . . . a decrease of . . . 29.5%. This two to one ratio is a significant difference.

—CLIFFORD R. SHAW

(Mental Status) p. 202.

At the high school and college levels, abstract intelligence breaks down . . . into a number of independent factors. It would seem to be theoretically more defensible, therefore, and practically more useful, to measure verbal, numerical, perceptual or spatial ability, and perhaps other factors at these ages, than to give the subject a single over-all score.

—HENRY E. GARRETT

(Emotional Status) p. 653.

Note: The answers to sixty-four questions were shown to have good differentiating power in identifying and measuring predisposition to crime and delinquency.

The 64 items appear to group themselves into several rather distinctive clusters such as the following:

1. Role-taking deficiencies, insensitivity to interactional cues and the effects of one's behavior on others.
2. Resentment against family, feelings of having been victimized and exploited in childhood.
3. Feelings of despondency and alienation, lack of confidence in self and others.
4. Poor scholastic adjustment, rebelliousness.

—GOUGH and PETERSON

(Community Membership) pp. 366, 368

The Citizenship Education Project operates on the assumption that students must be given guided experiences in citizenship in addition to the more traditional knowledge obtained



from textbooks and lectures. To this end the Project has devised a series of "Laboratory Practices" which seek to take the students into real-life situations involving first-hand experiences with the processes of government . . . (As a result of their experiences), the students' concept of what is involved in being a citizen is altered. . . . (Students) become more aware of the responsibility that each individual has to be an active participant in public affairs.

—AYER and CORMAN

In addition to its excellence of organization and content, *The Adolescent* has a number of features that the reader will find both helpful and enlightening. The editor's terse introduction to each reading, for example, orients the reader to the problem and its attempted solution. The attempted solution is always of interest, aside from its findings, because of the particular research technique it represents. Finally, each of the sixty-seven investigations is collated with chapters in each of nine recent texts in adolescent development. The reader may thus travel a direct route to the discovery of contemporary points of view on the particular facet of adolescence under discussion. Readers will welcome these editorial contributions.

As was indicated previously, *The Adolescent* offers a reliable overview, through representative specific findings, of the nature and growth pattern of the young people for whose development and wholesome maturation we are partially responsible.

SHIRER VAN STEENBERGH

Midwood High School

**THE TEACHER AND HIS WORK.** By George Gould and Gerald Alan Yoakum. The Ronald Press Company, New York: (1954). Pp. 396.

This is the new edition of the text which seeks to assist the student in developing a perspective of the whole field of public education in the United States and help him to acquire some insight into the general nature of the professional activities and responsibilities of the teacher. It discusses the personal qualities that a good teacher must have, his educational preparation, the economic status a teacher may expect to achieve, a teacher's relationships with the community and with professional organizations.

The book is designed for use in an introductory course in education and as such it aims to avoid encroachment upon the specialized courses that follow in curricula for teaching purposes. The chapters range from an opening one, entitled "Teaching as a Career" through the final one, entitled "Evaluating Pupil Progress." At the end of each chapter there will be found a series of study questions and activities as well as selected references. Significant chapters dealing with "The School and Society," "Development of the American School System," "Social Trends and Education," and "Educational Theorists and Their Influence," are included.

## BOOKS

Assimilating the information contained in the book will not wholly fulfill the purposes of a first course in education, for the student should have the additional opportunity to observe a modern school in operation and a master teacher at work. With such an experience, this volume can ably serve as an adequate sourcebook of fact and idea, particularly in conjunction with the many citations included.

HILLIARD A. GARDINER

J.H.S. 118, Bx.

**THE SOCIAL PSYCHOLOGY OF PREJUDICE.** By Gerhart Saenger. Harper & Brothers, 1953, 304 pages.

In the school system of a democratic society teachers are responsible, among other things, for inculcating in their students a wholesome respect for, and an openmindedness toward, people of other religions, races, creeds, and national origins. They are also responsible for eliminating, wherever possible, prejudiced attitudes, beliefs, and feelings towards others. However, the causes and nature of prejudice in school children—or in adults, for that matter—are many, varied, and complex; and teachers are often at a loss as to the proper course of action when they are faced with situations involving prejudice in its many forms.

*The Social Psychology of Prejudice* by Gerhart Saenger is a very handy little book which presents sententiously the underlying economic, social, and psychological determinants of prejudice. The book is valuable not only for bringing together the results of the latest research and study in the field of prejudice but also for summarizing in a clear and interesting manner the important work that has been done in the last two decades revolving around the psychology of the authoritarian and democratic personality and the psychological structure of people who succumb to prejudice and/or authoritarianism as a means of resolving their difficulties. Certainly, the use of psychiatry and depth psychology places a new and powerful tool in the hands of those concerned with the eradication of prejudice.

In addition, the book discusses the nature and extent of prejudice and discrimination, the cost of prejudice, the nature and development of the races of man, the intelligence of racial and ethnic groups, personality and culture, and the role of learning and experience in the genesis of prejudice. The last section of the book, "What Can Be Done About Prejudice and Discrimination," examines the different ways of combatting prejudice within the framework of our democratic society: propaganda against prejudice, the dynamics of re-education, changing prejudice through contact, fighting discrimination and segregation, and the legal approach. The book also contains an extensive list of references and selected readings for those interested in exploring the subject further.

JORDAN HALE



THE FOURTH MENTAL MEASUREMENT YEARBOOK. Oscar K. Buros, editor. The Gryphon Press, New Jersey, 1953. 1163 pages.

This comprehensive volume is indispensable to the person who wants a guide to the plethora of tests in the various subject fields. The section "Tests and Reviews" lists 793 tests and 596 test reviews by 308 reviewers. These critics are top-flight experts in tests and measurements. Their reviews are models of probing objectivity. The yearbook attempts to list all commercially available tests—educational, psychological, and vocational—which have been published as separate units in English-speaking countries in the four-year period 1948-1951. This comprehensive coverage and expert appraisal gives the prospective user of tests the best available guidance in regard to the worthiness of any instrument he proposes to use.

The section "Books and Reviews" (pages 826-1092) lists 429 books on measurement and closely related fields and 758 excerpts from book reviews in 121 journals. An attempt has been made to cover all such books published in English-speaking countries in the period of 1948-1951. This section has as its objectives to present evaluative excerpts from hundreds of book reviews, to stimulate critical attitudes toward readings in the testing field, to make readily available important and provocative statements of selected reviews, to mention books which have not been reviewed but which probably merit it, and to improve the quality of book reviews in this area. In his instructions to the contributing book reviewers Professor Buros urges them "to be frankly critical, with both strengths and weaknesses pointed out in a judicious manner."

It is difficult to be critical of a gold mine because it lacks treasure in certain spots. One can only be grateful for this bonanza, as is. For this reason no attempt was made to discuss specific weaknesses. A work of this type is so complete and useful that it is above such criticism. Instead we will list the subject areas treated: achievement batteries, character and personality, English, fine arts, foreign languages, intelligence, mathematics, reading, science, social studies, vocations, and miscellaneous fields (including etiquette, business education, and handwriting). Each of the areas is subdivided into parts.

Teachers, counsellors, and supervisors will find this book to be a most useful reference in regard to the tests available for their needs. No single volume is so complete or detailed. It is a volume that commands respect and admiration.

WILLIAM REINER

Bureau of Educational Research

FOCUS—ON CHOICES CHALLENGING YOUTH, A Discussion Kit, Series A. National Conference of Christians and Jews, Inc., 1954, \$.25.

This folder contains five copies each of six different pictures. Each picture is a provocative means of highlighting concrete moral situations that our adolescents are presented with in their daily social relationships.

## BOOKS

The pictures act as springboards for group discussion through which basic attitudes can be analyzed and evaluated. The pictures themselves do not point a moral. Problems such as face the young law-breaker, problems of group attitudes on restrictive social clubs, problems of decisions that young people have to make between study time and recreation with the gang, problems of racial prejudice are a few of the examples of the types of situations proposed for discussion in the kit.

Explicit instructions to guide the teacher in the use of the material are included. There is a series of questions on the back of each picture carefully worded so as to enable the young people to discuss as freely as possible the problem seen in that picture. The suggestions for the implementation of the material are specific; the goals to be achieved are clearly defined. These qualities should be reassuring to any teacher who would like to experiment with this new discussion device. Since this is the first of a projected series of kits, the NCCJ is interested in having teachers comment upon their classroom experiences. Pictures which can de-personalize situations demanding a choice of action provide an excellent means of getting young people to discuss openly some of their fundamental values and moral dilemmas.

SILVIA B. FRIEDLANDER

Andrew Jackson High School

INTRODUCTION TO AMERICAN EDUCATION. By Paul R. Mort and William S. Vincent. McGraw-Hill Book Company, Inc., New York, 1954.

Intrepid is the word for Prof. Mort and fearless the word for William Vincent. In their *Introduction to American Education* they have posed for themselves a most formidable problem indeed: to present the beginning student of education with nothing less than the design of our educational system. Their design is a comprehensive one, incorporating a survey of our nation's schools, a portrait of an ideal school, and an analysis of the administrative problems involved in school management. A formidable and ambitious project it is.

Because the undertaking is so broad it falls prey to almost inevitable faults: complex issues are sometimes oversimplified; and the authors place too much much reliance on pedage as verbal shortcuts through the educational labyrinth. But these defects are relatively minor. They should not deter the reader from a fair appraisal of what is, after all, a significant accomplishment. The authors may fairly be accused of occasional dullness. Sometimes they are ponderous. But their analyses of complicated problems are informative, usually lucid, and always scholarly. They write with a professional sureness of touch that is the product of wide experience and careful research.

They start their study of American education by describing the inter-relationship between public education and our democratic culture. As



community life shapes the educational enterprise, so does the democratic concept of education influence our school system. Basic legal and administrative questions in a democracy's schools are clarified: the legal character and operating mechanism of the school district; local control of education, and problems concerning financial support from the state.

More basic than these issues, however, is the authors' conception of the "good" school. In their evaluation of our national picture, Mort and Vincent concentrate their attention on three critical areas: the basic skills of thought and communication; the provisions for developing the individual talents of pupils and for helping them attain personal maturity; and the realistic preparation of students for modern living as citizens, as producers, and as members of families. The discussion of these three areas provides the reader with a vision of what is attainable and with a yardstick for measuring his own school:

*The good school is the adaptable school. The good school recognizes its place in society and adapts its purposes and its curriculum to changes which have occurred in the society it serves. The good school takes advantage of new scientific insight and adapts its methods accordingly. The good school adapts its program to the new procedures and provisions which have been tested and proved by other good schools and itself possesses an inventive staff able to create and test improved methods.*

The authors refine this somewhat abstract definition. Their "good" school avoids departmentalization of teaching and learning. It is a functional school, putting theories to the touchstone of practice and pointing up the value of experiential learning over the domination of the textbook. It is a school richly equipped for the kind of firsthand learning that makes the study of problems possible and practical.

The "good" school is a cooperative enterprise. The curriculum is cooperatively determined, including the important aspects of modern life. The "good" school is part of the community, the community integrated with the school.

Mort and Vincent have pointed out the star to shoot for. They have painted an inspiring picture of a school where the public and the professionals are active partners in administering a democratic, socially responsive school; where supervisors serve as resource personnel and where administrators are coordinators of activities; where the curriculum integrates the sciences, the humanities, and the arts into a meaningful whole, rather than into a pedantic and distorted slice of life.

Little in this portrait is startling or original. But much—too much—still remains only in educational texts or the mouths of college professors. Schools like Mort and Vincent's might help educators and the public solve some of the problems besetting us but, in order to help us, this portrait would have to be emulated, not merely discussed.

AARON N. MALOFF

Bronx Vocational High School

## Other Books of Special Interest

HOW TO MAKE SENSE. By Rudolf Flesch. Harper, New York, 1954; 202 pages; \$2.75.

A book by Rudolf Flesch is always worth reading. This latest is no exception. As a guide to the improvement of speaking, reading, and writing, it is loaded with new and challenging ideas. Perhaps because he came to America as late as 1938, Flesch never acquired some of the blinders which he thinks most Americans (particularly teachers) wear. His suggestions for improving writing style are frequently excellent. Because Flesch practices what he preaches, his own language facility is astonishing.

A great many of his suggestions are somewhat debatable, however. He takes a poke at most grammar, the Great Books movement, vocabulary building, and standard punctuation. In each instance, it seems to me, he starts with a good idea and carries it to hardly defensible extremes. He seems to promise a royal road to success in reading, writing, speaking, and human relations. The path may not be quite so easy. An example: by implication he criticizes most methods of teaching reading. He implies that teaching a child to read is ridiculously simple since he taught his eldest daughter to read perfectly before she entered school. He used a method suggested by Leonard Bloomfield. The entire method takes about two pages of print. He concludes, "Anybody would be a fast competent reader now if he had been exposed to the Bloomfield method at six." There is no mention of readiness, blocks, physiological difficulties, or the hundred other problems faced by teachers. (Reading teachers: you'll find the method described on pages 48-50.)

In other areas, too, I feel that he often overstates and thus weakens his case in an effort to tear down the old frameworks he deprecates. Another example: his attack on vocabulary building. It is certainly true that the vocabulary we require naturally in meaningful contexts is the best. But vocabulary building may have goals other than dazzling listeners; for example, stimulating curiosity in words, enlarging the reading vocabulary, learning to use language tools like the dictionary. Flesch may ask, "Why stimulate curiosity in words?" He shouldn't: he has certainly benefited by his own curiosity. He points out that using a highbrow term in company may cause one to lose friends and alienate people. True—so may the thoughtless gesture, the querulous tone, the limp handshake. Social relationships hang by many threads. Social understanding and maturity are composites of many factors. For punctuation Flesch suggests a kind of whimsical anarchy:

"Never mind the punctuation rules of the English teachers and the printers."

"Listen to yourself."

"Put it down the way you'd say it."

Personalized punctuation may be an improvement, but I doubt it. Most teachers who have tried to read thousands of themes with inspirational



punctuation would disagree. It's *hard* to read, not easy. Incidentally, those short paragraphs judiciously used are another Flesch suggestion, along with frequent run-on sentences, sentence fragments, and the like. As I read his buoyant words, the nagging question kept bothering me: where do you stop, this side anarchy?

He criticizes the "brown gravy," the flat correctness of much writing. The dullness, I feel, is usually a question of content, not of conformity to certain accepted standards. On page 173 Flesch seems to deplore the brown gravy of newspaper English with its full names and titles, and dull specificity; but on page 89 he holds up a news article (dull) as a model of specificity and scientifically exact writing.

Despite many reservations there is much of value in the book. He makes us take a new look at some of the things we take for granted. He continues, as in his previous books, to emphasize the personal element in communication. He has some good suggestions for preparing and delivering a speech. He has devised an interesting new readability formula, though I'll put my money on the intuition of a sensitive reader.

The book may not help the schools to overcome the pressures that Flesch ignores. It may not help the poor English teacher to get through the English period with 42 students spilling into the aisles, but it will give him some interesting morsels to chew. Though overprone to the generalizations he deplores, Flesch is a stimulating writer, a brilliant stylist. He knows and can communicate a great deal about writing. His book is worth your attention.

AUDIO-VISUAL METHODS IN TEACHING (Revised Edition), by Edgar Dale. The Dryden Press, New York, 1954, 534 pages incl. index.

One of the most encyclopedic books in the field of audio-visual instruction now appears in a much enlarged, revised edition. This new edition adds a number of entirely new chapters, including one on educational television, and presents a thorough revision of the old. It demonstrates again the vast scope and intense vitality of audio-visual instruction.

The book is divided into three parts, the theory of audio-visual instruction; materials; and classroom applications of audio-visual methods. Part One emphasizes the need for a.v. instruction and its advantages. Part Two examines the wealth of available materials: radio, television, motion pictures, still pictures, exhibits, models, puppetry, demonstrations—the list is truly impressive. Part Three shows how the materials can be used in various subjects.

Teachers sometimes identify audio-visual materials with the more dramatic "machines" forgetting that the classroom is an audio-visual laboratory all the time. In showing how to utilize the materials the writer shows how to improve teaching.

A great deal of the book is taken up with accounts of articles and reports on teaching techniques. The bibliographies are full and useful. Oh, yes! The book is well illustrated.

## BOOKS

THE PHRASE FINDER. By J. I. Rodale and Edward J. Fluck. Rodale Press, Emmaus, Pennsylvania, \$6.95. 1325 pages.

Every so often the Rodale Press publishes a new reference book with a new idea of new kind of usefulness. This latest is an interesting addition to any reference shelf. This volume contains three "books": the "Name Word Finder," the "Metaphor Finder," and "Sophisticated Synonyms."

The "Name Word Finder" is in turn broken down into two parts. Part One contains a list of key words—for example, *adrift*, *belligerent*, *irascible*, *powerless*. For each key word (there are several thousand) proper names are suggested—for example, *Danae* and *Perdita* for *adrift*, *Capulet* and *Squire Western* for *irascible*. Part Two contains explanations for all proper names used in Part One. Thus we find the story of *Danae*, with full account of her being set adrift with *Perseus*.

The introduction suggests this section's most obvious usefulness, the culling of anecdotal or illustrative material to illustrate a point or an idea. Part Two is *of itself* a truly amazing collection of interesting stories associated with proper names. This 570-page section is a storehouse of reference material.

The "Metaphor Finder" attempts to do for metaphors what other reference books have done for similes. Metaphors are listed under key words (*trumpet*, *beat the drum*, and *plug* under *advertise*, for example). Some are commonplace, almost without metaphorical effect because of frequent use; others are striking and fresh. A sampling proves the almost incredible richness of English figurative expression.

"Sophisticated Synonyms," according to the introduction, is "a humorous and smart synonym book, a thesaurus of sparkling phrases, slang, and sonorous-sounding expressions. It is a record of living and lively speech. . . ." Again under key words are listed illustrative phrases and expressions—for example, under *blind* is the proverb, "In the land of the blind the one-eyed is king."

Writers and speakers will find *The Phrase Finder* a helpful reference book, though good writing obviously cannot be achieved by salting sentences with recondite allusions and someone else's figurative expressions. Teachers in search of illustrative material will find a host of examples here. Part Two of the "Name Word Finder" is also a first-rate readers' handbook, with some reference material hard to find elsewhere.

All three "books" are excellent for browsing, as well. All have useful cross-references. All are ingenious and original in approach.

JANIE LEARNS TO READ. 1954, 40 pages, single copies @ \$.50. Published by Department of Elementary School Principals and National School Public Relations Association—Departments of the National Education Association.

This is a handy, informative pamphlet for parents who wish to work cooperatively with the schools in helping their children learn to read.



The booklet makes clear that getting a child ready to read also gets him ready for growing maturity and more complex social relationships. The book is simply and entertainingly written, helpful also for a high school teacher of English who wishes to know more about the teaching of reading in elementary schools.

THE WORLD OF ODYSSEUS. By M. I. Finley. Viking, New York, 1954; \$3.00; 179 pages including index.

Though the world of Odysseus is faithfully depicted in the *Odyssey*, it takes a perceptive scholar to draw the generalizations which give that world coherence and pattern. Because we tend to interpret other periods in the light of our own, we are likely to misunderstand and misrepresent what we read. The society of Odysseus presented many superficial resemblances to our own, but these merely conceal the significant cleavages in structure and viewpoint.

The author sets forth in readable detail the structure of that society, the position of king and commoner, the household and the community, the ritualistic importance of such acts as eating and gift-giving, the attitude toward women. (Despite the inferior position of women and the absence of love in a contemporary sense, the author admits of some enigmas—for example, Arete, Helen, and even Penelope!)

In commenting upon morality and the values that govern society, the author makes clear how a society without either the Judaeo-Christian values or those of Periclean Athens, without the concept of sin, conscience, and moral guilt, could nevertheless avoid chaos. He mentions some of the checks upon ruthlessness: the force of others, the fear of dishonor, the formalistic concern for status. Though not a primitive society, the world of Odysseus had not yet evolved a collective mind or conscience.

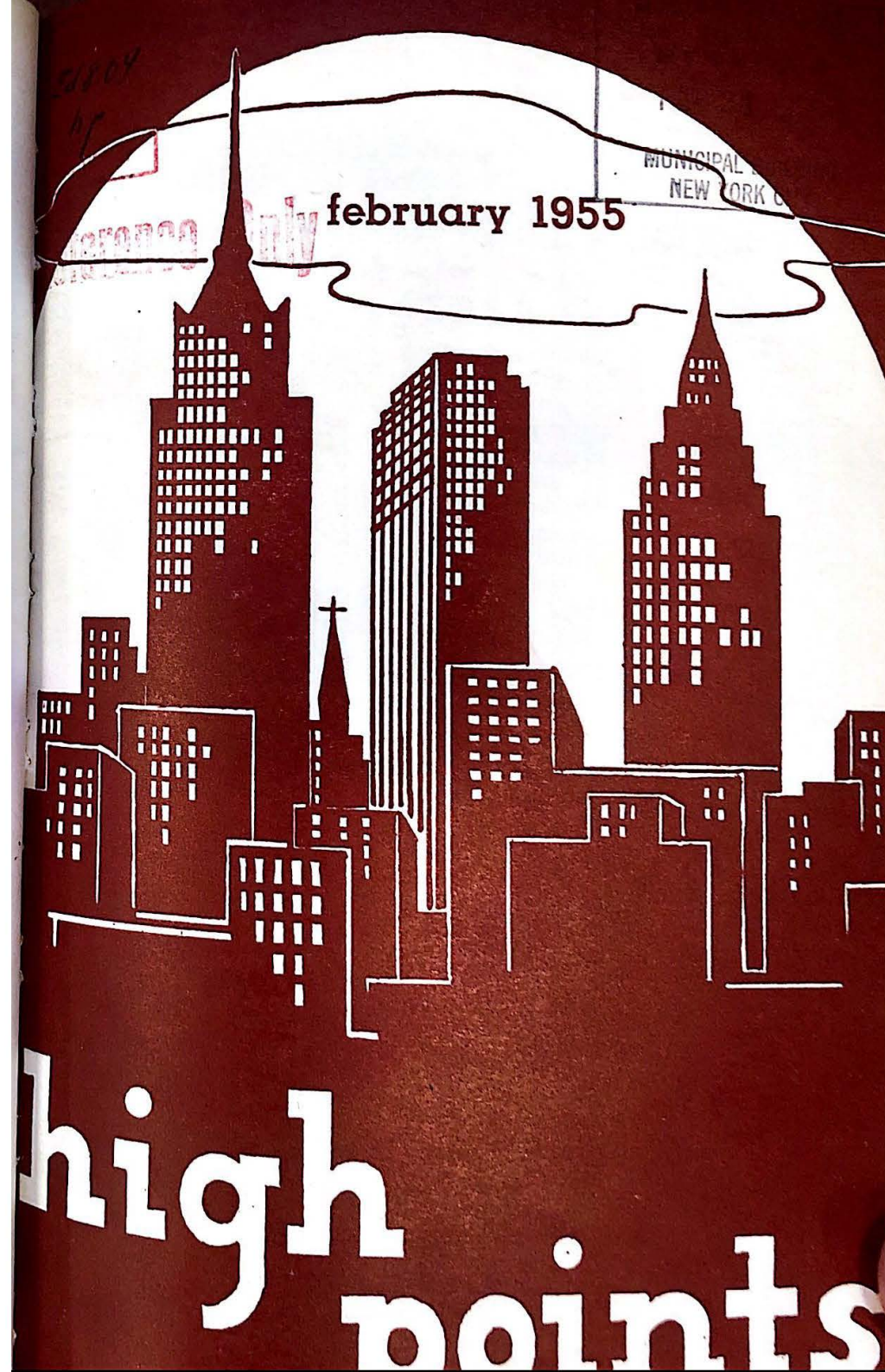
The book is filled with interesting observations. I'll mention two. (1) The Trojan War, the author maintains, was originally a raid or at most a very brief war. In that society a ten-year's war would have been quite out of the question. (2) Quite probably there were two Homers, one hundred years apart, who composed respectively the *Iliad* and the *Odyssey*. There is abundant internal evidence to support this view and to place the *Odyssey* in the ninth or tenth century B.C. Yet despite differences the *Odyssey* is very much closer to the *Iliad* than to Hesiod, who reflects a wholly different society.

A teacher of the *Odyssey* will, in reading this book, find much to enrich his own teaching and sharpen his own enjoyment of the world's greatest adventure story.

HENRY I. CHRIST

Andrew Jackson High School





high  
points



# HIGH POINTS

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HIGH POINTS is a publication for the dissemination of articles written by members of the school system. The opinions expressed are those of the writer of the article. The articles should not be interpreted as expressing the point of view of the editors, the High School Division, the Superintendent of Schools, or the Board of Education.

The contents of HIGH POINTS are indexed in THE EDUCATION INDEX, which is on file in libraries.

## General, Comprehensive, and Specialized Schools—When and Where?\*

FRANKLIN J. KELLER

Metropolitan Vocational High School

The comprehensive high school serves the needs of *all* American youth. It admits *all* youth in the area it serves—all races, creeds, nationalities, intelligences, interests, aptitudes, skills, and all levels of wealth and social status. A comprehensive high school teaches all varieties of skill, all kinds of knowledge to all kinds of people bent upon living socially profitable lives. It prepares them for potentially successful vocations. It prepares them, if they want it, for higher education. It organizes its teaching and its student body so that the net result is Americans in a democracy where the ultimate criterion is an independent individual living cooperatively and amicably with other independent individuals. It gives both so-called "general" and "vocational" education, and is therefore a medium of sound *education* for *all* Americans. There are few schools in the country that embody this ideal, but many are approaching it.

The comprehensive high school and the double-purpose high school are not the same thing, although the former may include the latter. The comprehensive high school serves *all* American youth. It prepares the college-bound student for admission to college. It helps the college-bound youth to orient himself, to select a vocational goal, and, in so far as it should do so on a secondary level, prepares him for that job. However, the school prepares the non-college bound youth, and the youth who will probably drop out before graduation, for an occupation. It prepares everybody for *something*. It gives everybody a general education for the common things they will do in life. Moreover, it *may* and *should* give some pupils preparation for both college and occupation. So, it includes the double-purpose school.

\* This article includes part of a chapter of *How Comprehensive Is Your High School?*, a new book published by Harper and Brothers. This was written under the auspices of the Edgar Starr Barney Project, after the author, on sabbatical leave, had made a country-wide survey, during which he visited seventy-seven schools.



However, the origin of the double-purpose high school is usually not in the comprehensive high school, but rather in the specialized vocational school. Pupils want not only a high degree of skill in an occupation but high scholastic accomplishment so that they may be accepted in college. A double-purpose school serves this type of pupil and also the type that wants the highest degree possible of occupational skill but has no special desire for college work. This kind of school is *not* comprehensive. It is *not* for *all* American youth.

No single sentence or paragraph can adequately define a type of school. However, the characteristics can be described. Criteria can be set up.

### Characteristics of a Good Comprehensive High School

It is one thing to list the characteristics of a good comprehensive high school before you have ever seen one, and quite another after you have spent a half-year in visiting dozens. In retrospect the scale of values changes enormously. Elements that at first seemed unimportant later loom up as being altogether vital, while other elements that appeared outstanding fade off into the background. The present list is *ex post facto*. It is an inventory of *differentia*, that is to say, of characteristics that differentiate the good comprehensive high school from the poor one. (It includes only by implication those characteristics that are common, fundamental, to *any kind* of school. For instance, good methods of teaching, democratic discussion of policy, basic education and training of teachers, adequate housing, and the like.) These are the characteristics:

1. A good comprehensive high school is possible only in a one-high-school community. It is the only high school in the community. It serves *all* the children.
2. The principal must have had vocational experience or an intimate vocational background. Or for any other good reason, he must really understand vocations and be enthusiastic about giving training for them. He must have inspired *all* his teachers, especially the teachers of academic subjects, to support and further the program.
3. The director of vocational education, by whatever title he is known, must be keenly intelligent, highly skilled in his own trade,

### TYPES OF HIGH SCHOOLS

forceful in leadership, on all points as competent a person as his principal.

4. Pupils who desire shop work, vocational training of any kind (that means for three hours a day for at least two years, preferably three), must be programmed *first* for such work, with the other subjects clustered around that primary need.

5. *All* pupils, regardless of their major subjects or post-graduate plans, must intermingle in the academic classes and in all extra-curricular activities, without restriction.

6. The director of guidance must have all the characteristics of the director of vocational education. No matter how great the variety of offerings of a comprehensive high school, their value will be nil unless the guidance program is one that brings every individual boy and girl under the influence of those offerings for which he or she has deep interest and high capacity.

7. At least half the staff of counselors must come out of the vocational division. No comprehensive high school can be comprehensive if all the members of the guidance staff are academic-minded and vocation-blinded.

8. The school must have a strong industrial arts program for *all* pupils. Where industrial arts is entirely elective, and is offered for only one term, it has little meaning.

9. The homeroom program must be a reality. Each pupil must be assigned to an adviser (sponsor, homeroom teacher—the titles are various) with whom he meets each day for a period of at least 20 minutes, preferably 40, and whom he retains during the entire three or four years of high school attendance. These homeroom periods must be used for the teaching of all valuable subject matter that is not taught in regular subject classes. The homeroom teacher must have time for individual interviews and he must have at hand, always, the cumulative record of each of his homeroom pupils. Obviously, the group must be no larger than 30. It should be a heterogeneous group, preferably selected alphabetically. It should change only gradually as some pupils graduate and others are admitted.

10. The school must operate on a single session. A "double-shift" schedule, whether "end-to-end" or "overlapping," leads to immediate deterioration as regards all these services. A "triple-shift" school is a monstrosity. A recent survey of twenty-one large



high schools in various parts of the country shows that most of them have a 7-hour school day. Certainly the day should be no shorter. While there is no direct evidence that the failure of the high school to influence or engage all the out-of-home activities of the adolescent promotes juvenile delinquency, a good deal of indirect evidence suggests that it does.

11. The school must really promote democratic thinking under democratic living. The mere fact that all kinds of children are brought together into one building means nothing unless they work together, play together, study together, and do all these things in a spirit of understanding and desire for mutual appreciation. People of widely varying interests and capacities are just as likely to learn to hate each other, in fact much more likely, unless there are guidance, leadership, and deep humanity among principal and teachers who are responsible for them. It is quite evident that we educators do not have any yardstick by which we can measure the amount or quality of democracy that grows out of a comprehensive high school or, perhaps, out of any other kind of school.

12. The vocational education in a comprehensive high school must be *good*. It must dignify itself by its very quality. The teachers must be intelligent, skillful, personable. The superintendent and principal must be ever so alert in selecting vocational teachers.

13. The school must provide special opportunities within their chosen fields or vocations for the gifted pupils and the slow learners. Any claim to comprehensiveness assumes that every individual will receive the kind of education that is best for *him*.

14. The school must have an advisory board on vocational education that includes the very best employers and employees in the community. They should be drawn from the employers' organizations and from the unions. No comprehensive high school can be successful without the support and understanding and sympathetic cooperation of the people who run the town.

15. The school must have a strong parents' association. Of course, many advisory board members will be parents and all male parents will be employers or employees or self-employed. So, cooperation between parents' associations and advisory boards, and cooperation of both these associations with the local Board of Education is essential to the success of the school.

## TYPES OF HIGH SCHOOLS

16. A good comprehensive high school will help its pupils to learn about life in the local community, in neighboring communities, and even in communities hundreds of miles away. The visits of pupils to state capitals, to large cities, to states in faraway sections of the country, are of outstanding value. The school should teach all the pupils in the community. This means *all* the pupils, all races, colors, religions.

17. The school shops must not become repositories ("dumping grounds" is the usual term) for rejects and discards from academic classes. At the same time, the school shops should admit all slow learners who are responsible enough and skillful enough to benefit from shop work.

18. The shop should not restrict shop work to pupils over 16 or over any other age. Shop work should be available to every youngster as soon as interest manifests itself (or can be skillfully stirred up) and responsibility and aptitude are evident.

19. The school should be open and adaptable to over-age pupils who for any reason whatsoever have had to defer their participation in the offerings of such a school.

These are the *general* characteristics of a "good" comprehensive high school. What characteristics do we find in *specific* organizations? What is a comprehensive high school like in actuality?

### Comprehensive High Schools or Specialized Vocational High Schools?

We have rehearsed "the American dream" — reputedly "the comprehensive high school." Conant feels it is the educational expression of American democracy. Many American educators note a "trend." Yet, actually, the picture is quite different. As viewed by state education officials the consensus is simple. For a small community the only practical place for vocational education is in the existing academic high school. The greater the number and diversity of occupations, the more comprehensive the school becomes. When it meets the established standards of both vocational and general education, it provides good all-round education. As the community grows larger and more high schools are built, vocational education must be specialized in one comprehensive institution, thus becoming more and more comprehensive. When



the town reaches the point where it can express the desire for the soundest kind of job training, it plans a building devoted entirely to vocational education. This is what suits the large city. Of course it should include, for the college-bound pupils, the double-purpose idea.

So from coast to coast, the situation varies primarily with size. However, it also varies with the nature of industry and the character of the people. In Montana, with population sparse and largely rural, with no big cities, no specialized vocational schools exist. Secondary education is provided by seventy-nine schools with college preparatory and vocational education courses, each one approaching comprehensiveness insofar as it is large enough to expand its shop work to the point where it benefits both community and pupils. In New York State, with a concentration of population and industry, there are thirty-one specialized schools in New York City, four in Buffalo, one in Rochester, another in Syracuse, and so on, through all the larger cities. There is also an excellent comprehensive high school in Floral Park (Sewanhaka) and a double-purpose high school in Schenectady (Mount Pleasant). Again, Connecticut, a comparatively small state adjoining New York, finds it advantageous to concentrate all its industrial courses in fifteen state regional trade schools, while business, distributive, homemaking, and agricultural courses are spread out all over the state in general high schools which also prepare boys and girls for college. On the other hand, in Illinois the only specialized vocational schools are in Chicago, eight of them, while the rest of the state is served by general schools with vocational courses, principally agricultural and homemaking, but also with one, two, three, or more industrial shops. In Alton the combination of college-preparatory and shop courses constitutes a well-organized comprehensive high school.

Phoenix has a vocational school across the street from its senior high school, whereas Tucson combines similarly situated buildings into a comprehensive high school. All this in the same state of Arizona. Delaware has a vocational school in Wilmington, but is building comprehensive high schools in each of the three counties. In Nebraska all vocational education is given in general schools, except that the Nebraska State Trade School at Milford admits all boys over 16, and boards them. Ohio has vocational schools in six

## TYPES OF HIGH SCHOOLS

cities (Cincinnati, Cleveland, Akron, Toledo, Canton, and Dayton), Oregon has three (Eugene, Tacoma, Orgeon City), Pennsylvania three (Philadelphia, Pittsburgh, and Erie), Washington three (Tacoma, Vancouver, Spokane), and Texas five (Dallas, Fort Worth, Houston, San Antonio, and Waco).

During the past fifty years up-and-coming municipalities from coast to coast have been meeting their occupational training needs through the erection of boldly modern vocational structures vying with the most magnificent of the academic palaces. Two of the latest are the Mergenthaler Vocational High School in Baltimore and the Central High School in Cincinnati. A little older but still architecturally impressive is the Chicago Vocational School. All in all, there are 295 such schools in the United States. The largest and most diversified (occupationally) is probably the Milwaukee Vocational School. The most highly specialized (in both subject matter and "housing") is the Maritime Division of the Metropolitan Vocational High School, aboard the Schoolship "John W. Brown," berthed at Pier 73 on the East River, which separates New York City's Manhattan Island from Long Island.

## Conclusions

To summarize:

1. Vocational agriculture and homemaking are easily integrated into general schools in low-population rural areas where these occupations are the life of the people. As a result, specialized secondary agricultural schools are a rarity, and seldom is agriculture taught in a school predominantly industrial. Under these circumstances "comprehensiveness" is hardly an issue.
2. As the community grows and business and distributive trades become part of the picture, appropriate courses are easily assimilated by the established school. So are diversified occupation courses. Space is readily adapted; equipment is easily installed. Thus the demands of comprehensiveness are served without too much ado.
3. However, industrial education is another matter. It never became a job well done until the job doers concentrated upon it, gave it a home of its own, and set it up according to standards determined by employers and workers. That has been the trend,



and a study of the history and present status in the various states indicates that it continues to be the trend. Any perception of a trend the other way arises from—

- a. Schoolmen's failure to realize the importance of preparation for occupations.
  - b. Confusing natural development in a small community with that in the large community.
  - c. Fatuous belief in the simplicity of adding industry to book-learning without applying expert knowledge.
  - d. Failure to distinguish between industrial arts and industrial education.
4. All of which leads to the conclusion that the carefully planned comprehensive high school is an adequate educational instrument for the one-high-school community, but, as the community grows into what is likely to be a great city, it must specialize—wisely and well.

#### LITERARY QUIZ

Those who are expert in modern poetry may wish to try their hands at identifying the following four-line stanza:

brain always really prison  
brain always really prison;  
guard cloth smaller nobody.  
guard cloth smaller nobody.

Is it e.e. cummings, Dylan Thomas, T. S. Eliot? The answer will be found on page 35.

#### BONERS

The Highwayman was a kind of Robbin Hood.  
On his voyage Columbus encountered many hard ships.  
Friends should be good companions in good times as well as in bed.

## More on Delinquency

IRVING GRAVITZ\*

The modern teacher realizes that the delinquent child is not delinquent because he deliberately wants to defy society, the school system, or his teacher, but—as indicated in the September, 1954, article in HIGH POINTS, "A Plea for the Delinquent"—because the child is disturbed by subconscious guilt or by his feeling of rejection, and because he is lonely and frightened, and reacts in the only way he knows how.

The glib, too-ready answer is that the teacher should be sympathetic to the child, that the child should not be punished, that kindness will beget kindness. With this I agree wholeheartedly. However, in spite of the best efforts of the teacher, in spite of referrals to the guidance teacher, the Bureau of Guidance, the Youth Board, and the Bureau of Attendance, there still remains a hard core of problem children who do not react the way we would like them to, and who remain defiant, belligerent, and delinquent. What can we do with them?

Several months ago, at a city-wide conference of attendance officers, Dr. Moskowitz, principal of Bayside High School, stated that six to ten troublesome boys can disrupt the smooth routine of a high school of several thousand pupils and take up an inordinate amount of time of teachers, guidance personnel, and supervisors.

What is the answer? What has our school system been doing? What can it do? What can the city and state authorities do?

**THE ADJUSTMENT CLASSES.** The junior high schools have adjustment classes to which these boys and girls are assigned. This results in the separation, within the same school, of the problem children from the rest of the school. The adjustment classes are usually given to sympathetic teachers, and the pupils spend most of their school day with their official teachers.

**THE CORE CURRICULUM.** The same process is followed in the high schools. The slow learners and the problem pupils are

\* Attendance Officer, 16th Attendance District.



separated or segregated into "core" groups, with qualified teachers who spend most of the school day with these children in a conscious effort to separate them from the rest of the school.

These classes meet the problem with most of the difficult children. But again, there is a hard core of defiant, troublesome, disturbed children in this group who continue to cause trouble. They fight in their classes, they cut classes, they wander through the halls, they cause disturbances throughout the school. What is the next step. What shall we do now?

**THE 600 SCHOOL.** The "600" school was set up several years ago to handle the emotionally disturbed and troublesome boys in the elementary and junior high school. It has met with resounding success in that it has succeeded to a great extent in removing troublesome children from the elementary and junior high schools to the "600" schools where they are put in very small classes—about 15 to a class—are assigned special teachers, and are given a special curriculum. Incidentally, these teachers are given a salary bonus because of their difficult assignments. However, there are not enough "600" schools, there are no such schools for girls, and there are none for high school children.

**THE CHILDREN'S COURT.** Children committing delinquent acts—such as stealing, vandalism, carrying dangerous weapons—or children who truant excessively are referred to the Children's Court. The Court has the modern concept of treatment for the delinquent or neglected child, rather than punishment. With a staff of probation officers, social workers, and psychiatrists it aims to adjust the children while permitting them to remain in their home environment. Frequently, unusually disturbed children are remanded to Youth House for approximately two weeks for more intensive study. While the Children's Court accepts the modern philosophy of treatment rather than punishment, it still has to commit the child; to take the child out of his home environment and place him in a training school or institution. The Court does this when it finds that the home situation is primarily responsible for the child's situation, or that the boy is so severely disturbed that for the safety of society he must be removed from his environment. However, the Court often finds that even when it desires

to commit a delinquent boy, it cannot do so because of lack of proper facilities. There just are not enough training schools or institutions. Such organizations as the training schools at Warwick for boys, and Hudson for girls, are operating at peak capacity. So, because there are no facilities available, the Court paroles the delinquent boy or girl until facilities are available, and the boy goes back to his home, community, and the school. All too frequently, such delinquents cause even greater havoc than usual in the schools. And nothing can be done!

**THE 15-YEAR-OLDS.** Some of these boys may be 15 years old. According to law they must continue on in school until they are 16. All pedagogical authorities will agree that such boys have always had difficulty in adjusting to school, and that in the remaining year these boys will not benefit from school in any conceivable way. What is the answer? Providing more guidance teachers for them at this late date will certainly not help. Surely the state law could be modified so as to exclude such boys from school. There does not seem to be any other answer if we honestly want to prevent them from terrorizing a school, and if we want the main group of school children to be educated at school in the proper manner.

#### THE GLORY THAT WAS . . .

Aphrodite, Greek goddess of love, has been reduced to 20th century specifications by John More, property master at Warner Brothers studio. All authentic statues of Aphrodite or the Roman Venus are too wide at the hips to conform to modern standards of feminine beauty—so the classic figure has been slimmed for her part in *Helen of Troy*. However, Hollywood's Aphrodite will still follow the general type initiated by Praxiteles.

(Warner Brothers publicity release)

The American film company making *Helen of Troy* have included a small air-conditioner in their specially built wooden horse.

(*The Daily Sketch*, London)



## Think Before You Ink

RICHARD L. LOUGHLIN  
Chelsea Vocational High School\*

The writing procedure about to be described represents a return to the term paper for upper-termers of above-average ability in academic subjects. In operation for two years (1952-1954), during which time the pupil load was approximately 170, the project was repeated with two sets of pupils, with not less than thirty-six pupils in a class. Only twelfth-grade pupils with a weighted average of at least eighty-five percent were programmed. These classes remained intact, under the same instructor, for one year, each pupil preparing two term papers in his final year at Brooklyn Technical High School.

Since the minimum requirements for these research papers made special demands upon the time of both teacher and pupil, the following compensations were offered: (1) the paper constituted one-third of the composition work for the term, (2) the supplementary reading for the term was focused on the project and reported in the bibliography at the end of the paper, (3) the outlines and first drafts were corrected by committees so that the teacher read and graded only the final draft of each 1,000 word (minimum) report, and (4) the pupils—all college-bound—were aware of the fact that term papers are usually required in college work and that familiarity with simple research techniques would give them a head start in their post-secondary studies. (Pupils of the 1953 class, returning after completing their freshman year at the ranking universities, report that the project helped them get "A" ratings on their first and subsequent English reports.)

Perhaps the most logical way of presenting the procedure in detail is to consider its three phases: (1) the philosophy of prose composition informing it, (2) a description of the project, and (3) an evaluation.

### 1. A Philosophy of Prose Composition

**THE PRIMARY PRINCIPLE.** Think before you ink is the first principle of composition. Unlike the character in *Don Quixote*

\* Formerly at Brooklyn Technical High School.

## THINK BEFORE YOU INK

who, when asked what he was painting, replied, "*That is as it may turn out,*" the writer works to turn out what is. Ideally, he turns himself inside out, by transmuting his ideas into language. Carlyle put it this way: "*Speak not at all, in any wise, till you have something to speak; care not for the reward of your speaking, but simply and with undivided mind for the truth of your speaking.*"

Although the writer invites—even implores—inspiration in the process of putting his thoughts and emotions on paper, he never relies on chance. For genuine creative work, an exacting discipline is prescribed and an exact science of art is presupposed. •

**GETTING STARTED.** By jotting down first random reactions to a topic that interests him, the writer turns over his mental motor. Then he investigates impartially and as thoroughly as time permits. During this incubation period, he reads, observes, converses, meditates, and even prays. He recalls the advice of Longinus, "*Sublimity is the echo of a great soul. The truly eloquent must be free from base and ignoble thoughts.*"

**PLANNING THE WORK.** Then, he expresses the central thought or key idea in a single sentence, and does the same for the logical sub-divisions which explain, enlarge, or emphasize his pivotal idea. As Sir Arthur Quiller-Couch says: "*The strength of good prose resides not so much in the swing and balance of the single sentence as in the marshalling of argument, the orderly procession of paragraphs, the disposition of parts so that each finds its telling, its proper place; the adjustment of the means to the end; the strategy which brings its full force into action at the calculated moment and drives the conclusion home upon an accumulated sense of justice.*" (*On the Art of Reading*. New York: G. P. Putnam's Sons, 1920, p. 215). In other words, he must plan wisely.

**THE DUALITY OF EXPRESSION.** Next, the writer attempts a first draft. This act brings him face-to-face with the terrors of verbal expression. To communicate a meaning precisely or to evoke in the reader an emotional experience similar to that which prompted the writer to establish rapport, the latter must use symbols that



are verbal in form but real in significance. This mystery of communication—of the transubstantiation of immaterial ideas or emotions into the sensory signs we call language—has stimulated great thinkers for centuries. For example, Newman says, "Call to mind, gentlemen, the meaning of the Greek word which expresses this special prerogative of man over the feeble intelligence of the lower animals. It is called Logos; what does Logos mean? It stands for both reason and for speech, and it is difficult to say which it means more properly. It means both at once: why? because really they cannot be divided." Can language, the meaning-carrier, be distinguished from thought?

**A DEFINITION OF LANGUAGE.** Apparently, language is a collective response of the whole personality to living. It is more than speech (articulated sounds) and its "stand in," written expression (inscribed signs). Gestures, inflections, bodily movements, facial expressions, and other symbolic ways of revealing meaning enter into the behavior pattern. Poets, "the supreme users of language" (Shelley), have often looked upon language as over-all behavior. Charles Baudelaire and Francis Thompson even "heard" the *silent* speech of Nature.

Less sensitive people commonly speak of the language of love, of music, of art, or of mathematics. With a little daring, anyone can see language undraped and observe how her whole economy cooperates in her activities. But she herself, like the Sphinx ("part brute, part woman, and part God") remains an enigma. But despite a flexible code of conduct, the mother tongue is still in love with her lawful mate—Meaning.

**THE NATURE OF LANGUAGE.** Despite her elusiveness, some manifestations of the nature of language have been observed and reported: (1) The intimate relationship between language and personality. (See the summary by Sanford, Filmore H., "Speech and Personality," *Psychological Bulletin*, Vol. 39 (December, 1942), pp. 811-845). (2) Exactness in the use of connectives, in the use of a more complex sentence structure, and in the clarity of expression reflects mental maturity and depends—to a surprising extent—on the chronological age. (See LaBrant, Lou, "A Study of Certain Language Developments of Children in Grades Four

to Twelve, Inclusive." *Genetic Psychology Monographs*, XIV (November, 1933). (3) Varied and meaningful experiences such as trips, hand work, discussions, and conversations are a necessary ingredient in linguistic development. (See LaBrant, Lou, "The Words They Know." *The English Journal*, XXXIII (November, 1944), pp. 475-480. (4) Because each individual has a unique personality and background of experiences, his employment of the language arts will be different. In language employment, a writer is his yesterdays. (5) Since each individual's history and personality influence his employment of and reaction to words, language inadequacies must be understood and reduced as much as possible. (6) To avoid misunderstandings, modern semanticists have suggested a symbol-substitution theory (Ogden and Richards) and a structural-functional theory (Korzybski). Ogden and Richards are willing, for the nonce, to work within the familiar Aristotelian framework; Korzybski advocates an immediate linguistic revolution in order to reconstruct man's verbal habits in conformity with Korzybski's conception of relativistic mathematics and natural science.\*

In looking for "*similarities in differences and differences in similarities*" (Sylvester), one finds seven areas of real (non-verbal) agreement between the symbol-substitution theory and the structural-functional theory: (1) Primitive but persistent *word magic* is attacked strongly. (2) To avoid confusing the *word* with the *thing*, consciousness of abstracting is advocated. (3) The importance of contexts (psychological and physical), which are invariably unique, is stressed. (4) Things that can be pointed to or directly experienced (extensional) are basic elements in the communica-

\* "In a  $\bar{A}$ -system (*non-Aristotelian*), for structural reasons we must retain the general implications of the term 'apple,' so we retain the word. We must make our language extensional in principal, and the name 'apple' an individual name, by calling it 'apple<sub>1</sub>', 'apple<sub>2</sub>'. The combination of letters 'a-p-p-l-e' implying similarities, the subscripts 1, 2, implying individual differences, which automatically prevent identification. But this is not enough. Our 'apple' represents a name applied to an object and a process; its meaning becomes only one-valued when we assign to it at least a definite date. Thus the objective 'apple<sub>1</sub> (Dec. 1, 1931)' may be a very appetizing affair, and 'apple<sub>1</sub> (Jan. 1, 1932)' an un-edible wet splash." Korzybski, Alfred, *Science and Sanity*. Lancaster, Pennsylvania: The International Non-Aristotelian Library Publishing Company, 1941, p. 758.



tion of meaning, not disembodied words (intensional). (5) The space-time and the physical-physiological-psychological coordinates of modern science should be correlated with the linguistic process. (6) Scientific verification is the best means of arriving at probable truth in a relativistic universe of fluid meanings. (7) Language is a convenient but clumsy instrument for extending and refining the sense organs. Consequently, it should be "actional, behavioural, operational, and functional."

Since they agree in principle on seven major tenets and differ only in what appears to be the relatively minor matter of methodology, the investigator ironically concludes that the differences between Ogden and Richards' theory of definition and Korzybski's theory of identification are basically *semantic*. (For the most readable and sensible use of the best concepts found in *The Meaning of Meaning* by Ogden and Richards, and *Science and Sanity* by Korzybski, see *The Nature of Literature* by Thomas Clark Pollock. Princeton: Princeton University Press, 1946. The final chapter is splendid!)

REVISION (MATTERS OF STYLE AND DICTION). The first draft, prepared before our discussion of language perplexities was undertaken, has been allowed to cool off so that a more calm and objective detachment will attend its first revision. Now the sweating begins. ("Who casts to write a living line must sweat."—Ben Jonson, "To the Memory of My Beloved Master, Wm. Shakespeare.") As with all arts, the test of effectiveness is appropriateness. Is the prose style clear, correct, compelling, precise, and (where desirable) concise, without the loss of completeness? Since precision and propriety are paramount, the choice of words is pivotal.

In this first—and any subsequent—revisions, the writer checks his diction. Jourbet, as quoted in Arnold's *Essays on Criticism*, is keen on this point:

*It is by means of familiar words that style takes hold of the reader and gets possession of him. It is by means of these that great thoughts get currency and pass for true metal, like gold and silver which have had a recognized stamp put upon them. They beget confidence in the man who, in order to make his thoughts more clearly per-*

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*ceived, uses them; for people feel that such an employment of the language of common life betokens a man who knows that life and its concerns, and who keeps himself in contact with it. Besides, these words make a style free and easy. They show that an author has long made the thought or the feeling expressed his mental food; that he has so assimilated them and familiarized them, that the common expressions suffice him in order to express ideas which have become everyday ideas to him by the length of time they have been in his mind. And lastly, what one says in such words looks more true; for of all the words in use none are so clear as those which we call common words, and clearness is so eminently one of the characteristics of truth, that often it even passes for truth itself.*

THE WISE REVISE AGAIN AND AGAIN. The serious writer keeps revising his material until the deadline. He tests for unity, emphasis, and coherence: *Make it stick to the subject, make it stick together, and make it stick in the reader's mind.* He asks himself the following questions: (1) Is this statement clear and correct? (2) Is it essential? (3) Is it to the point? (4) Does it belong in this paragraph? (5) Does it spotlight the main idea? (6) Is it as brief as possible, without sacrificing either clarity or effectiveness?

CLASSROOM APPLICATION. Although a philosophy of prose composition is essential to guide the mature writer or teacher of writing, a brief outline—reproduced below—is enough for secondary school application.

### Hints to Writers: An Outline

1. Select a topic that interests you and that can be handled in the allotted time.
2. Plan your work carefully in outline form; work your plan.
3. Use the *skyrocket* device in organizing the results of your research.
  - A. Attract attention with "noises" and flashes of light. Please, interest, or shock your reader. If unable to get airborne, ask a question that you can echo in conclusion.
  - B. Soar. Use facts, concrete examples, illustrations, compari-



sons and contrasts, logic, apt quotations, and definitions of terms to power-pack your attack.

- C. Explode into stars at the end. (Wrap up main ideas into a neat package anyone can carry home; e.g., "Give me liberty or give me death.")
4. Revise critically. Ask: (1) Have I used transitions? (2) Have I varied my sentence structure? (3) Have I selected the most appropriate words? (4) Does every sentence help to develop the topic sentence? (5) Have I made any errors in mechanics?

## 2. A Description of the Project

On the first day of the term, the class was informed that in lieu of the usual three supplementary book reports, either oral or written, all the outside reading for the term was to be done in preparation for a research paper on a topic selected by the individual student or pair of students (composite report). With a few exceptions, all students were required to do one of two things: (1) select a subject, discover what various authors had to say about the subject, and arrive at some conclusion concerning the topic, or (2) select an author and attempt to determine his main theme or themes, his point of view on one or more issues (pain, love, hate, patriotism, friendship, government, liberty, immortality, death, God, etc.), or his peculiarities of vocabulary, style, and structure.

Next came a discussion period, during which the teacher and the students came to closer grips with the mechanics of the project (at least three books were to be read, a bibliography was to be appended to each paper, the paper was to be at least 1,000 words in length, an outline and a first draft were to precede the final report, the report was to count as the composition mark for the last third, and the deadline for handing in the paper was the second Monday following Thanksgiving Day in the fall term, and the Easter vacation in the spring term). Cards were distributed. The students were asked to submit one or more proposed subjects for research papers, within a week, on the cards. To serve as guides in organizing the paper and in preparing footnotes and bibliography, the teacher distributed reprints of some of his own articles. A technique book, containing superior chapters on topic selection, outlining, and the preparation of reports, was put into the hands of each pupil. Finally, the students were informed that the project

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would help them meet the usual college requirement for term papers.

During the week, in individual conferences before and after class, the teacher suggested topics and authors to some of the more bewildered students. On the day the proposed topics were due, the teacher—having previously assigned the section on topic selection in the technique book for homework—asked each pupil to read his proposed topic to the class. Class and teacher suggestions involved limiting the scope of many of the offerings, obviously unsuited for proper treatment in a 1,000 word theme.

The preparation of bibliographies (tentative) and of outlines was done within the next two weeks and checked by student committees, under the teacher's direction and using the technique book as a guide. (This phase of the operation was developed after the procedure had been in use one term and the burden of checking topics, outlines, and bibliographies put the teacher way behind in both his professional and social schedules.)

Similarly, the first drafts were corrected by student committees, after the first term, which was back-breaking for the teacher. By shifting the burden of preliminary correction onto the class, the teacher not only relieved himself of hours of clerical work, thus making the final reading and grading of the report fresher and more enjoyable, but also impressed upon the pupils the advisability of meticulous planning and of fine-tooth-comb revision, two valuable lessons they missed the first term when the teacher undertook to do all this work himself.

The final reports—the best of which the teacher has gathered into a springback binder for presentation to the school's library as a guide for future writers of term reports—are rewarding reading. The titles of the term papers themselves are stimulating: "The Writings and Objectives of W. Somerset Maugham," "The Relationship of Officers to Their Men, as Depicted in World War II Novels," "Two Books That Got Results," "Happiness—the Key to Success," "The Sea and Man Its Student," "Attitudes Toward the Civil War Portrayed in American Fiction," "Political Satire in the Gilbert and Sullivan Comic Operas," "Observations on Thought Control as Expressed by Mid-Twentieth Century Authors and Events," "The Effects of Communism on Russian Writers and Writing," and so on.



## 3. An Evaluation

In addition to the reports of returning graduates of the Class of 1953 that the project helped them adjust to freshman English courses, and the spontaneous reaction of a professor at a neighboring college that the term papers she saw surpassed in quality the work of many of her college seniors, others have praised the project, including the informed and interested chairman of the English Department and the pupils involved. Approximately two-thirds of each class wrote papers ranging from two to five times the minimum length (1,000 words). Many stated that in doing the research—how they loved to use that word *research*—they had read more serious books with less effort than ever before. Although only three books were required, about one-third of the class read at least five books. (One boy read eight novels, one short story, a magazine article, and a book review, in preparation for his term paper.) Approximately 80% wanted to repeat the procedure during the second term. Finally, not one participating pupil, in the two years the project has been in operation, has failed to get an above-passing grade in the exacting New York State Regents Examination in English, Four Years. (In 1953, the highest mark was 97% and the lowest, 75%; in 1954, the marks ranged from 93% to a solitary 69%.)

Perhaps the best evidence available that the procedure improved student writing and the willingness to write is a comparison of the first and second term papers of the same pupil. Below are reproduced the introductory and concluding paragraphs of the first and second reports of two of the average pupils, one from each class.

## PUPIL A—FIRST REPORT (1952)

*Attitudes Toward the Civil War Portrayed in American Fiction*

(Introduction) The American Civil War (1861-1865), referred by some historians as the War Between the States, was the bloodiest conflict in the history of the world up to that time. No war, including World War II, has occupied more space in the history books, and no war has inspired a greater variety of pure and historical fiction. This was a war in which brother fought brother and father fought son. History texts supply us with the

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statistics, but historical fiction reflects the emotional forces which gripped the young republic as it was torn asunder.

(Conclusion) Despite the fact that at no time during the Civil War was the North or South united, during the reconstruction that followed a united nation emerged which has stood the test of two world wars.

## PUPIL A—SECOND REPORT (1953)

*One Hundred Years of Southern United States History as Dramatized in the Novels of James Street*

(Introduction) James Street, a contemporary American novelist, has undertaken to write a "grass roots" history of the Southern United States in five historical novels which have been acclaimed by the critics for their colorful portrayal of the section, the people, their morals, and their mores. The titles of these novels in their historical order are: *Oh, Promised Land*, *Tap Roots*, *By Valour and Arms*, *Tomorrow We Reap*, and *Mingo Dabney*. The period covered by these five novels stretches from the waning years of the eighteenth century to the dawning of the twentieth.

(Conclusion) One should not read Mr. Street's books as history. He has used the novelist's license to change the chronology of historical events and introduce fictitious characters to suit the purposes of plot. But few history books can bring to life so vividly the tempers and the customs of the people who made history and left their mark on the great United States.

\* \* \*

## PUPIL B—FIRST REPORT (1953)

*Leadership in World War II*

(Introduction) President Woodrow Wilson once said that World War I was a war to end wars. This statement was disproved in 1939 when Hitler marched on Poland to begin the second World War in the history of mankind. The top military men of our defense system realized that we must have individual responsibility in preparing to meet this new threat. Moreover, they knew that the leaders would have to learn how to overcome nationalistic considerations in the conduct of anticipated campaigns.

(Conclusion) World War II, with all its terrors and bitterness, produced many great leaders. This is fortunate for us because leadership is always needed to preserve the freedom cherished by most men.



## PUPIL B—SECOND REPORT (1954)

*The Sea and Man Its Student*

(Introduction) "There is, one knows not what sweet mystery about this sea, whose gently awful stirrings seem to speak of some hidden soul beneath."—Herman Melville.

In man's short span upon this wondrous earth, he has almost conquered the jungles, the deserts, the arctics, and the sea. For millions of years before man's creation, the sea was master of this earth. In the book, *The Sea Around Us*, Rachel L. Carson writes about the evolution of the sea and how man has almost conquered it. She states that facts are hard to find but early history is based upon rumors, wild tales, and archaeological discoveries. The sea still holds a wealth of information. Her book is as interesting as it is both theoretical and factual. The author studies the sea from the beginning of time till the present. She tells of the patterns of the surface, the sunless sea, and the birth of an island.

(Conclusion) Captain Cousteau is now planning to enter the depths in a bathosphere that will take him down to almost 13,300 feet. What the ocean will reveal at this depth, no one alive knows. Then, we can say that the ocean has been explored fully, both on the surface, and in its depth.

"A sea from which birds travel not within a year,  
so vast it is and fearful."—Homer.

For good measure, here are a few superior paragraphs selected from the term papers of more gifted pupils:

"Two lines of thought have now been established: (1) The 'Jonesian' concept, which to put it bluntly, tells us that officers are for the most part lazy good-for-nothings. (2) The Monsarrat-Bates concept, which (although it acknowledges the barrier between the classes) relates the common causes that united these men into an effective team.

"There is a third classification, which—in my opinion—is perhaps the most realistic of the three. John Hersey's *A Bell for Adano*, is one of the best illustrations of this point of view. His book, a mixture of the first two principles, is a smooth blend of both harmony and discord. He depicts a Major Joppolo, an officer who is admired and revered by his men. At the same time, Mr. Hersey introduces into the story a general who has the opposite effect on the men. This General and Major Joppolo are in con-

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stant conflict. The eventual triumph of the villainous general can be attributed only to his superior rank."—"The Relationship of Officers to Their Men, as Depicted in World War II Novels."

\* \* \*

"To praise W. Somerset Maugham is superfluous; to call him an accomplished writer is inadequate. He possesses the ability to understand and anticipate the workings of the human mind, the ability to interpret the constant drama of life. He knows our human strengths, weaknesses, and—more than these—our souls."—"The Writings and Objectives of W. Somerset Maugham."

REWARDS. In conclusion, I believe that the project was successful in several ways:

1. It stimulated the desire to write better.
2. It improved student writing.
3. It encouraged wide, purposeful reading.
4. It emphasized the importance of clear thinking and exact expression.
5. It drove home the desirability of outlining and prevision.
6. It stressed the urgency of careful revision.
7. It gave the students a feeling of accomplishment—proper pride in carefully executed work.
8. It laid the foundation for research work in future years.
9. It provided a dossier of superior work which the teacher has used to cross-fertilize other pupils (in the classes involved and in other classes in which the project was not in operation).
10. It supplied the teacher with direct evidence that something worthwhile had been communicated to the students by dint of his dogged efforts.

Although the project made some extra demands upon the teacher's time and energy, he considers it well worth the additional effort (about 20% more than with normal composition work carried on in his four other classes and in the special classes during two-thirds of the term). After all, love is the gift of one's self. If teachers love their pupils (and many of them do), they give themselves, gladly.



## Misconceptions on Democracy and Education

GEORGE KAPLAN

Manual Training High School

Charlatans, rabble-rousers, subversives, and others of their ilk, who declaim the loudest against democracy find it expedient to do so from behind the protective covering of the American flag. Any challenge to the views of these individuals thus appears as an affront to patriotism, for it seems to be an attack upon the flag itself. In education, certain controversial ideals, having nothing to do with democracy, have been advanced in the name of democratic education. Challengers of these ideas, who genuinely believe in a democratic philosophy, are placed in the anomalous position of seeming to oppose democratic practices.

In the name of democracy, we are told that it is desirable to provide high school education for *all* youth. Anything short of this goal, it is contended, represents undemocratic discrimination and a denial of the equality of opportunity so essential to real democracy. Since schools under this system receive large numbers of students who are not academically-minded, their needs, as well as the needs of more scholarly students, must be provided for in the educational program. We are told further that all young people, after completing their courses, should have the opportunity to receive high school diplomas. To deny this award to the non-academic segment of the school population places a stigma upon them and fails to recognize their respective merits in non-intellectual endeavor. Since the principles of democracy are opposed to class discrimination and imply recognition for the worth of individuals, it is important that all young people receive high school diplomas. Therefore, in those schools where education is predicated upon democratic beliefs, and where provision is made for the needs of all youth, the "drop-out" rate will decrease. To hold this "drop-out" rate to a minimum, it is asserted, is a *sine qua non* of secondary education in a democracy.

An analysis of this position reveals distortions, perhaps unintentional, of the nature of democracy in relation to public secondary education.

## MISCONCEPTIONS

OPPORTUNITY FOR THOSE WHO BENEFIT. "Education for *all* youth" is cited as the direction in which the American school is to move. Certainly this is consistent with a democratic philosophy if one interprets this to mean that opportunity shall be provided for every youth to receive an education from the kindergarten through the university at public expense, as long as he demonstrates his ability to succeed in intellectual pursuit. Thus, education from kindergarten through high school, college, and the graduate school of a university becomes the democratic educational desideratum.

However, while this opportunity is provided for *all* youth, it does not follow that *all* youth will be so intellectually and emotionally endowed as to benefit from the full range of this opportunity. Indeed, it is to be doubted whether some adolescents, who have evinced negative reactions to intellectual endeavor, can benefit from education at the high school level. To effect a metamorphosis in the high school's offerings in order to provide some kind of learning which will be of benefit to these young people is certainly to distort the intellectual nature of a high school. Moreover, it is an erroneous interpretation of democratic educational opportunity in that it presupposes that formal education can be prolonged *ad infinitum*, even in those cases where a student's prior school record shows marked resistance to intellectual pursuit.

"Education for *all* youth," then, does not mean continuous ascension for *all* young people from kindergarten through high school, even upward, perhaps, through college. It does mean opportunity for all to secure higher education on a selective basis, with termination of formal education at that point in adolescence where a student, for intellectual or emotional reasons, can no longer pursue his studies.

AVOIDANCE OF COERCION. The assertion is made that in democratic school systems "education for *all* decreases high school 'drop-outs.'" This is a euphemism at best and more probably a subversion of the implications of democracy.

It is euphemistic in the sense that it attempts to cover up the fact that a large percentage of pupils who "drop out" for non-financial reasons do so because they cannot assimilate the intel-



lectual learnings offered or do not want to do so. It is euphemistic in the sense that it fails to apprise the public that "drop-outs" decrease to the extent that the high school departs from serious and systematic study in the formal disciplines of the arts and sciences, and "adjusts" its courses in terms of watered-down experimental curricula and life-adjustment programs.

The contention, that in a democratic educational system "drop-outs" in high school decrease, represents a gross distortion of democratic philosophy, as does the view that the high schools must keep the "drop-out" rate at a minimum. Democracy does not mean unrestrained coercion—in this case unrestrained coercion to attend high school. On the contrary, democracy implies freedom from compulsion in matters not essential to the public welfare.

It can hardly be declared essential to the public weal for *all* persons to learn mathematical and scientific formulae, foreign languages, theories of economics, and the like. It is essential that enough people learn these things so as to provide the United States with leadership in the arts and sciences, and in business and government.

It can hardly be declared to be democratic to force parents to send their children to high school when the children have not demonstrated interest or ability during their previous school attendance. It is democratic to provide opportunity for high school, college, and university education to all youths with the abilities necessary for study in these institutions, regardless of the financial status or race or religion of these young people.

Compelling attendance in high school on the ground that all have a right to an education is somewhat analagous to the Soviet contention that since all have a Constitutional right to work, all must work as the state directs or suffer the dire consequences.

**OUR PROVINCE: EDUCATIONAL NEEDS.** Another contention of those who distort the relationship between democracy and education is the shibboleth that in a democracy "schools must meet the *needs* of all children." No qualifications are appended to the deity called "needs." The term is sufficiently nebulous to include anything that will contribute in any way to the child's physical, social, emotional, and intellectual growth.

Taxpaying parents, upon hearing of the panacea-school, catering to the multifarious needs of their children, expect satisfaction—in much the same way as they might expect satisfaction from a new garbage disposal unit or the latest mechanical contraption. Little wonder then that parents often blame the schools for not fulfilling a congeries of so-called "educational" objectives.

If some youngsters retain emotional aberrations, fail to learn their geometric theorems, or continue to conduct themselves as loutish boors, the schools—having failed to meet their needs—are to blame. Teachers are no longer to be concerned primarily with their academic specialties, but are to devote themselves to social work, psychiatric ministrations, and educational nostrums. The latter should be so designed as to make learning palatable for the non-intellectual, the indolent, and the obstreperous. Anything short of this school program, we are led to believe, is undemocratic since it ignores a segment of our youthful population and denies them equal opportunity for education at public expense.

Apparently, those who differ with this ambitious but untenable position are undemocratic and opposed to the concept of equal opportunity. Surely, it is a distortion of democracy to imply that educational institutions should embody social work and psychiatric services, and incidentally impart academic learnings. Surely, the democratic philosophy is being impugned unjustly in the assertion that equal opportunity for formal education is being denied where the foregoing non-educational services are divorced from the educational domain or are kept from encroaching therein. Surely, it is unfair to castigate as undemocratic those who question whether the high schools should perform the insuperable task of meeting a plethora of "needs." High schools are not welfare-states and cannot be slandered for not pandering to every extravagant whim of those who would impute to them duties not directly related to academic study. Opportunity for high school education is not being denied where it is insisted that students devote themselves to their studies and show evidence of academic achievement. It is not undemocratic to terminate the formal high school experience where students fail to show such achievement. The opportunity for education has been offered. If they have failed in their studies or have indicated their unwillingness to continue, young people should be permitted to leave school.



If these students, or others still in school, need other kinds of help, they are free to obtain the services of other public or private agencies. Freedom of selection at this point is more in alignment with democracy than compulsion. Moreover, it is axiomatic that specialized personnel can more readily cope with the non-educational needs of adolescents than can high school teachers, whose prime concern is, as it should be, with the intellectual pursuits of their students.

**QUALIFYING FOR THE DIPLOMA.** Those who apply a distorted interpretation of democracy to secondary education conclude that no student should be denied a high school diploma. Consequently, the hard-working student receives the same diploma as the inept, the indifferent, or the intransigent student. The high value which society has placed upon the achievement of a high school diploma diminishes in proportion to the unrestricted awarding of the diploma to those whose education should have been terminated for failure in academic studies. The indiscriminate awarding of high school diplomas does not constitute democracy. It does constitute a waste of public funds and teacher effort, and serves to render meaningless standards of academic achievement.

To contend that the opportunity to qualify for a diploma upon the basis of academic study alone represents class discrimination is preposterous. The poor and the rich, the Negro and the white, and the Christian and the Jew have access to the public schools. Ability is the only criterion for advancement here. The fact that some youths will not receive high school diplomas does not place a stigma upon them any more than the great mass of the adult population is stigmatized for not being awarded the doctorate in philosophy, medicine, or law. Yet, no one declaims, in the name of democracy, that all adults be awarded these degrees.

**NO NEGATION OF DEMOCRACY.** To recapitulate, democracy involves equality of opportunity for a public education through the high school and on through the college and university. Democracy is not negated, however, where the formal educational experience is terminated in the secondary school for those young people who do not demonstrate academic achievement.

## Films of Special Interest

(Exceptional motion pictures reviewed for teachers by the film chairman of the School and Theatre Committee, New York City Association of Teachers of English. For further particulars consult your STC representative.)

### THE BELLES OF ST. TRINIAN'S (London Films)

After seeing *The Conquest of Everest* a friend of ours knew just what he was not going to do on his next sabbatical. Another friend, recently declared in excess and forced to shop around for a new school, went to see *The Belles of St. Trinian's* and was able to cross one place off his list.

We think he's passing up a good thing. St. Trinian's has the kind of faculty you don't run into every day. The first teacher we met, a stunning Charles Addams girl, is mistress of Scripture and needlework. She's just filling in at St. Trinian's before serving time in Holloway Prison. We liked the English mistress from the moment she shouted, "'Allo, ducks!" in her warm Cockney voice. The chemistry mistress has a very nice Life Adjustment project underway in the lab: the class is making gin and selling it to a spiv named Flash Harry who comes out of the bushes every day about teatime. The French mistress is rather an attractive sort, too, but since she went to live in the gardener's cottage with a former inspector from the Ministry of Education she hasn't been seen much around the mistresses' common room.

The girls of St. Trinian's are exceptional. You'll never find them smoking in secret. And whether they are stealing a race horse to keep in their dormitory or a silver challenge cup to pawn, they are unswervingly loyal to the school motto, *In flagrante delicto*. Only the classics can do justice to the girls of St. Trinian's; Edgar's immortal lines in *King Lear*, perhaps:

"... my face I'll grime with filth;  
Blanket my loins; elf all my hair in knots."

The school administration is unmatched for firmness and delicacy. When a prospective pupil, about to be rejected as over age,



points out that a girl in the school is much older and is married, besides, with what tact Miss Millicent Fritton, the headmistress, corrects her: "Not *officially*, dear!"

All in all, a transfer to St. Trinian's might be just the thing for the new term. There are always vacancies for assistant teachers, and no experience is required. Before you apply, you might like to ask Joyce Grenfell about the place. As P.W. Sgt. Ruby Gates, a copper's nark, she once observed St. Trinian's and left a rather interesting report on the white squares of the linoleum in the Fourth Form lavatory.

(London Films presents Alastair Sim as *Clarence Fritton* and also as *Miss Millicent Fritton* in *The Belles of St. Trinian's*, inspired by the drawings of Ronald Searle. Produced and directed by Launder and Gilliat. With Joyce Grenfell, Hermione Baddeley, George Cole, and others.)

#### HUNTERS OF THE DEEP (underwater documentary)

One afternoon when you would like to go to a movie that is not a blockbuster, a narcotic, or a substitute for either a book or a benzedrine, you might try *Hunters of the Deep*, Allen Dowling's feature-length documentary. Some excellent marine cameramen, working without tricks of any kind, will take you to the bottom of the sea. There you may be beguiled, as we were, by the changes of color from the warm coral reefs to the cool fathoms'-deep spectrum, and by the effortlessly photogenic antics of some queer fish. In particular we liked two characters that hung around the cameramen and had to be patted on the back, or scales, until they shoved off. It may sound like a small thing, but we liked it about as well as any of the superscope things.

*Hunters of the Deep* was photographed with the combined co-operation of the Scripps Institution of Oceanography at La Jolla, the United States Navy Electronics Laboratory at San Diego, and the Allan Hancock Institute of Marine Research at Los Angeles. This means not only that you can be sure there isn't a tank shot, a miniature, an optical effect, or a microphotographic trick in it, but also that all the underwater film shot for the picture will be

#### FILMS

made available to schools and research institutions after the commercial release.

(Distributors Corporation of America release. Produced by Tom Gries and Geza de Rosner. Narrated by Dan O'Herlihy. Score by George Antheil.)

RUTH M. GOLDSTEIN

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#### EXPLICATING A NEW POET

"brain always really prison—  
guard cloth smaller nobody. . . ."

To even the casual reader of modern poetry the above fragment instantly calls to mind the new rhythms and the greater dimensions given to language by many of our newer poets. The content is interesting too, particularly in the case of the provocative first line, which seems to express the anti-intellectualism our age is so often accused of fostering. But the author himself may not be in sympathy with the concept expressed in his opening statement. Perhaps the second line expresses the author's rejection of others' thesis that "brain" is "prison"; the writer seems to disparage the "smaller nobody" who guards or defends such a fabric ("cloth") of anti-spiritual, anti-intellectual, materialistic ideals.

As with the reading of much modern poetry one may well be carried away by the rich associations called up by these lines. It may therefore come as a surprise that this fragment is the work of a fourth-grade child. A friend of the boy's father (who is one of the editors of HIGH POINTS) discovered the child's talent when he came across a homework paper originally written in this fashion:

brain always really prison  
brain always really prison  
guard cloth smaller nobody  
guard cloth smaller nobody  
(two times Each)



## Education in the News

*"Is there no balm in Gilead?  
Is there no physician there?"*

—JEREMIAH

What fires burn deep in the hearts of boys that drive them to commit acts of vandalism? What dissatisfactions, maladjustments, or insecurities cause many people, but especially boys in their adolescent years, to destroy wantonly, public and private property of all kinds.

Are there different kinds of vandalism? Are such antisocial acts committed by lone wolves? Or is it something that happens when a pack roams the streets? Is it revenge-lust? Self-destruction? What force for evil descends upon ordinary boys who pool their mind-energies in wilful destruction of their own homes, neighborhoods, schools?

Is punishment, "swift and sure," the *sole* answer? We school people do not think so; we do think that in so far as education is total, the combined forces of society are needed to assist the schools during every waking moment of a boy's life. Once the dismissal bell has sent young people into the streets, whirling eddies clutch them eagerly. Here the family, the street, the neighborhood candy store, and such recreational facilities as are available take over. Any, or all of these, depending on their nature—positive or negative—may bring freedom or anarchy to a growing boy.

The problem is commanding the increasing attention of social agencies, as well as editors and newspapers. One of these, Mr. Ben Solomon, editor of *Youth Leaders Digest*, in the November, 1954, issue of that publication devoted the editorial page to the subject of vandalism. This is what he wrote:

*"Vandalism, the wilful and senseless destruction of property, isn't a social phenomenon of recent origin nor is it exclusively peculiar to the American scene. It is at least as old as recorded history and news reports from as widely separated places as Tasmania and Sweden indicate that it is world-wide in scope. Many countries know it as*

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*a perplexing, highly irritating, and inunderstandable problem for which we have as yet found no adequate answers. Causes and contributing factors are a dime a dozen, but practical solutions are notable for their absence.*

*"In England recently a group of youngsters, members of the beautifully furnished South London 'Clubland,' broke into the club after hours and burned, slashed, and generally caused at least \$50,000 damage. And all this to their own club, built especially for their pleasure and convenience. When asked why they did this senseless thing, they answered that 'I dunno why; it seemed like fun while we were doing it.'*

*"And about the same time here in Philadelphia a group of vandals set some kind of record for wanton destruction. Over one weekend the boys broke into the new 4½ million dollar Peter McGuire housing project and broke 1000 windows; ripped the plumbing from the walls; smashed closets, glass doors and cabinets; turned on 100 water faucets, ruining floors, ceilings, and walls; piled debris on the gas ranges; and started a huge fire which very nearly became a community-wide catastrophe.*

*"Nor are these exceptional examples. There are altogether too many numerous similar incidents all over the land. Yet these two examples, out of hundreds that occur daily, are quite sufficient to reveal the fact that vandalism is hardly to be written off as the result of boyish pranks or youth mischief. These are hardly the type of childish errors that we can 'make the parents pay for.' Parents can't possibly pay for lives lost, for trains wrecked (there have been such cases), or for extensive property damage. The answer isn't quite that simple. Just what can be done about vandalism, especially before it happens, some practical solutions—are not at all easy to come by. But of one thing we are beginning to feel certain: Boys must learn from the earliest days that punishment for wrongdoing will be swift and sure.*

*"We are somewhat fed up on the modern theory of disassociating wrong-doers from all responsibility for*



*their acts. We believe the modern tendency of excusing criminal acts simply and only on the grounds of the youth of the culprits is reaping a harvest of increasing irresponsibility and increasing crime. Too many children are learning at an early age that they can do pretty much as they please and get away with it. That policy is not realistic nor is it good training for adulthood. Some twigs which are inclined to grow in wrong and dangerous directions need bending, straightening out while they are still young, soft, and pliable. Maybe the theoretical pendulum has swung altogether too far away from the old punitive policy (catch 'em, cage 'em, and make 'em suffer) to the extreme theory of letting youngsters get away with murder (no slang intended.)*

*"There are three ways of training a child for life: (1) you can teach him to 'do as you are told'; (2) you can teach him to 'do as you please'; (3) you can teach him to 'do as you wish others would.' We submit that the first two should be supplanted by the third."*

JACOB A. ORNSTEIN

East Elmhurst J.H.S., 127, Queens

## TALK UP!

But I would exhort all teachers, all professors, in all subjects, to "talk over the heads" of their pupils perpetually!—and to accompany such talk with bits of running paraphrase that will be easily understood by all, or nearly all, of their hearers.

The acquisition of an apt and flexible vocabulary is for most of us a hefty job, requiring all the good tools and good techniques available. And its use is an acquired taste. Reading meaty stuff, with his dictionary at his elbow, is the standby of the fortunate who has indeed acquired this love and relish of good English, but the voice of the enthusiastic, winning, and admired teacher is the best starter, the surest lure that can be offered the young, promising scholar. Most of our unsermoned youth hear no rich English speech anywhere, in this present year of grace.

—Myra W. Jordan,  
Lowell High School, San Francisco

## Chalk Dust

*Have you a helpful suggestion to offer for an assembly program?*

*Send a brief description (150-250 words) to Irving Rosenblum, J.H.S. 162, Brooklyn 37.*

## SHOW AND TELL

It was my turn to have my class give an auditorium program. The task was not easy because my class is an adjustment class, 50% of whom are Puerto Rican children who have been in the U.S. less than three years. The other 50% are made up of emotionally disturbed children under clinical care. My children freeze with embarrassment at a little oral reading before a stranger. Therefore, I did not have the heart to expose them to stagefright before a teen-age audience. I cannot remember how I got the idea for an audio-visual program but there it was and so was my class. I decided to "bring them together," via their social studies topic, New York City. The one advantage I had was that I was their English and art teacher.

When they had almost completed the topic of New York City in social studies, I continued it from the art and English standpoint. In the art period they made colored slides showing the topics they studied in social studies, such as a bank, a bridge, a factory worker, a public building, etc. Every child made a slide. In our English class every child wrote a story about his slide. Then we were ready for the tape recorder. Each slide had its own recording. I wish now that I had had a photograph of their facial expressions as they heard their own voices speaking back to them. At first some covered up their ears, while others stuck their heads under the desks. The blushes were rampant, but as the recorder kept going, every face turned into a happy little grin of satisfaction. It was the easiest and most enjoyable auditorium program I had ever prepared.

On the big day I knew nothing could go wrong. We all sat back relaxed and listened to the wheels of science "show and tell" the story of New York City as performed by a 7th year adjustment class.

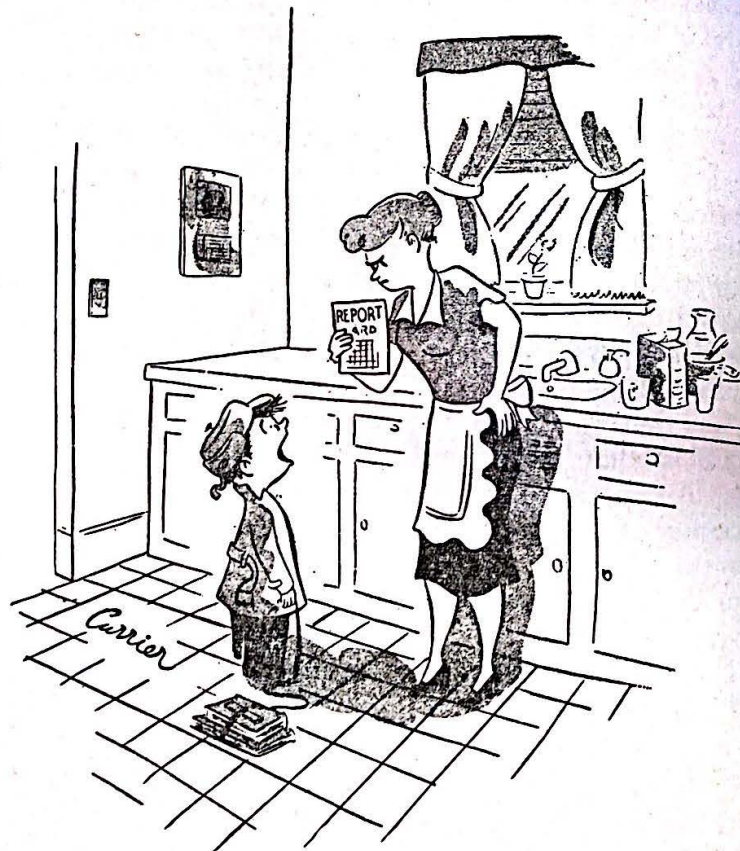
BEATRICE B. MATTHEWS

J.H.S. 118, Bronx



## HIGH POINTS OF HUMOR

*A cartoon-of-the-month selection  
by J. I. Biegeleisen, Art Department,  
School of Industrial Arts*



"I should think she'd be ashamed to let people know the poor quality of her teaching!"

*Courtesy: The Saturday Review*

## High Points

### ACTIVITIES IN THE ENGLISH CLASS BASED ON THE COVERS OF THE SATURDAY EVENING POST

I have used the picture stories on the covers of the *Saturday Evening Post* as the basis of a series of interesting activities in my English classes. The routine I am going to describe may be adapted easily to any English class — from classes of bright high school seniors down to even the upper grades of elementary school. These activities may be particularly helpful in non-English speaking and remedial English classes.

I was able to obtain, through the courtesy of a *Saturday Evening Post* representative, some thirty or forty placards reproducing the covers of several issues of the magazine. (When these cards aren't available, I merely ask my pupils to bring in actual covers.) It is not necessary that each pupil have the same cover picture to work with. If at times every member of a class does have a copy of the same picture, certain additional activities are possible.

### Procedure

1. Each pupil selects a cover picture and first makes a list for himself of fifty details in the picture. Lists of more or less than fifty details may be prescribed.

2. Next the pupils write a specified number of sentences in the present tense describing what is happening in the picture. He then writes a group of sentences in the past tense and another in the future tense, inferring from the picture what has already happened and what is going to happen. Brighter pupils may go on to write sentences (based on the picture) in the conditional, present perfect, past perfect, future perfect, and conditional perfect tenses.

An added challenge is to require that a different verb be used in every sentence. Therefore, if the student is called upon to write five sentences in each of eight tenses, he will have to find forty different verbs implicit in the picture.

3. The next activity is to make up a number of titles for the picture, any number from five to fifty. The average student can think up ten apt titles, but there will usually be some who enjoy making up many more than ten. It is not easy to do.



4. Next comes some sort of composition based on the picture, the simplest being a straightforward description. But these pictures, which usually tell a story to begin with, have often inspired short stories, essays, radio or TV plays, poems, research reports. Even the simplest of these compositions is lent a sense of unity and form by the basic story in the picture itself.

5. To give a sense of unity to these various activities, the next assignment to the class may be to prepare a folder for their work. The folder is decorated and illustrated in keeping with the tone and theme of the picture story. A student may either draw illustrations for his folder or find appropriate clippings in magazines.

6. Additional, optional work may include reading books or making projects on subjects related to a particular picture story. For example, a cover which showed a ten-year-old boy who had built himself a homemade helicopter and was about to launch a test flight from the garage roof may spark readings and discussions on inventions, aviation, aviators, and inventors when they were young. In the case of a cover in which a fire truck appears, a committee went to the neighborhood firehouse to find out the names of the various implements and how they were used. The committee made the report to the class.

**INDIVIDUALIZATION.** A contract plan may be used with the slower students. For example, if the student has been asked to write groups of twenty sentences each in the present, past, and future tenses, the grading scale might run as follows:

10 sentences	65%
15 sentences	85%
20 sentences	100%

Such a scale provides an incentive to keep going for those pupils who usually give up after seven, twelve, or sixteen sentences.

Each child works at his own pace. In a heterogeneous grouping one child may complete four folders before another child finishes one. With very slow learners and in remedial English classes, the activities can be simplified. Some children will at first compile lists only. A few may prepare only the shell of the folder — that is, make a kind of scrapbook on the theme of the cover story and label the clippings they have cut out of magazines. In the slowest

## ACTIVITIES BASED ON MAGAZINE COVERS

class most of the children are able to meet the minimum requirements of the contract. Many write compositions who have never written one before when they are shown that they may automatically get a good narrative by merely stringing together some of the past, present, and future sentences which they have already written.

Some variations:

A period may be devoted to discussing one cover picture with the class as a whole, pointing out unusual details, interpreting actions and motives of the people in the picture, explaining the uses of unusual objects, discussing the techniques of the illustrator.

Committees might discuss a picture themselves or for the benefit of the class before each member of the committee begins to work separately on his contract.

Special contracts may be given out with certain covers which have an unusually large variety of detail. For these covers a child may be asked to find 250 details. Particular story pictures will suggest special activities appropriate to themselves.

*Boys Life* and the *New Yorker* sometimes have cover pictures which are useful for these purposes.

**PURPOSES.** The aims of these activities are as follows:

1. *To provide the children with interesting school work.* The children enjoy working on these activities. Fulfilling the contract requirements is like doing a puzzle. The colorful posters have great appeal for children. The step-by-step arrangement of the activities is satisfying and encouraging to the children.
2. *To provide each pupil, according to his abilities, with drill, within a meaningful context, in each of the following:*
  - a) spelling
  - b) vocabulary building
  - c) sentence structure
  - d) concepts of past, present, future — and the grammatical designations thereof
  - e) composition and story-telling
  - f) poetic concepts (involved in making up titles)
  - g) discipline in complying with complicated directions
  - h) practice in completing an involved and lengthy project without help or with little help



- i) practice in designing the cover folder, which involves drawing, choosing appropriate pictures, cutting out and pasting pictures, planning a neat and effective lay-out
3. To stimulate curiosity, inquiry, and observation. The duller of the children is stimulated to ask questions: "What is this called? How do you spell 'garage'? What's this thing the man is holding? What's it for?"

The children decide from implicit clues in the pictures what time of day it is, whether or not the wind is blowing, what season it is, what the people are saying or thinking. In going over the picture with a fine-toothed comb to find fifty or more details, the children discover, happily, that they know the names of many hundreds of objects and actions.

4. To stimulate discussions of human nature. Most of these pictures derive their humor or interest from the portrayal of common quirks of human nature within familiar, everyday settings.

5. To motivate, and provide a context for, giving information about a variety of subjects involved in the cover pictures, such as aviation, roads and highways, railroads, the four seasons, automobiles, life in the country, small towns, and big cities.

6. To help the children discipline their observations and to communicate effectively their interpretations to others.

IRWIN BERGER

Stuyvesant High School

#### PRE-PLANNING A UNIT IN CONSUMER EDUCATION — NINTH GRADE

According to the *Social Studies Bulletin—Grades 7, 8, 9*, there will be introduced in ninth grade social studies classes the unit on "The Role of the Individual in an Interdependent World." As part of that unit will be found the problems of the individual as a consumer. The following pre-planned unit indicates one approach to the teaching of these problems.

##### The Individual as a Consumer

I. Problem: How can we prepare ourselves to become intelligent consumers?

A. Reasons for the selections of this topic

#### UNIT IN CONSUMER EDUCATION

1. The high cost of living and shrinking value of the dollar
2. Confusion of the consumer in the modern market due to the multiplicity and variety of goods
3. Need to learn how to become a wise consumer
4. Need for students to know their rights and responsibilities as consumers

II. Probable Duration: 5-6 weeks

#### III. Launching the Unit

##### A. Approach

1. A newspaper has published a chart showing the price of 20 staple items in 1940 and today. Read these to the class or project the chart onto a screen. Ask students to compare these prices. Discuss the reasons for the change.
2. Ask students to interview their mothers in order to get their reactions to the following question: "When was it easier to shop for the family, 25 years ago or today?"
3. Introduce a chart with two line graphs — one showing the cost of living going up, the other showing the value of the dollar going down. How does this chart help to explain why your parents have trouble in budgeting their income?

B. Statement of the problem by the students: (Filled in after class discussion)

C. Suggested Title (for the unit): "What Problems Do We Have as Consumers and How Can We Solve Them?"

#### IV. Expected Outcomes

##### A. Subject Matter

1. An understanding of the "American Standard of Living"
  - a) What it is
  - b) How we measure it
  - c) Factors which affect it—size of family, where we live, etc.



2. Factors which affect price and quality of goods
    - a) Demand b) Supply c) Competition
  3. How business is organized to supply the consumer
    - a) The chain vs. the independent store
    - b) Consumer cooperatives
  4. Aids to the consumer
    - a) Private — Better Business Bureau, Consumers Union, etc.
    - b) Government — Food and Drug Administration, Bureau of Standards, Dept. of Health, etc.
  5. How advertising affects consumers
    - a) Good vs. bad advertising—how we recognize it
    - b) Influence upon the consumer
  6. Inflation vs. deflation
    - a) Meaning
    - b) Influence on the consumer
    - c) Government curbs
- B. Skills
1. How to read and interpret simple charts, graphs, and cartoons dealing with consumer problems
  2. How to communicate with appropriate government agencies
  3. How to locate information on commodity prices, "best buys" in magazines, newspapers and other current material
  4. Development of research technique in using texts, encyclopedias, newspapers, and magazines; ability to locate and organize information into clear, simple, concise reports
  5. Development of ease and confidence in giving and evaluating oral reports
  6. Ability to use community resources in obtaining information — Dept. of Markets, a Ccop store in the neighborhood, a chain store, etc.
  7. Ability to distinguish between fact and opinion in advertisements, newspapers, and oral discussions
  8. Capacity to formulate actions consistent with conclusions

C. Habits of Work

1. How to work with others in committee and to share responsibility
2. How to prepare neat, concise, clear reports
3. How to concentrate upon the task at hand without permitting too many distractions
4. How to develop a routine which will make the most economical use of time
5. How to discover and evaluate both sides of a question

D. Attitudes, Interests, and Understandings Which Students Should Develop Through This Unit

1. Need for wise budgeting of income
2. Importance of systematic saving
3. Awareness of the difficulties facing the government during a time of inflation or deflation
4. Appreciation of how the American system of mass production has led to a higher standard of living
5. Understanding of the responsibilities facing the American consumer in preserving and utilizing the goods which he buys
6. Awareness of the consumers' responsibility during a period of inflation to buy only what they need and to support government bond drives
7. Understanding of a few simple rules for wise shopping

E. Social Development

1. Working with others in preparation of reports and assuming a share of the responsibility
2. Respect for the suggestions and opinions of others
3. Ability to take criticism

V. Suggested Experiences

A. Pupil Activities

1. Committee on "Best Buys" reads market reports and on the class bulletin lists staple items of food which are in greatest abundance at lowest prices



2. "Committee on Nutrition" uses information in above to prepare a nutritious diet. This may be correlated with work in hygiene or home economics classes.
3. Committee called "Wise Shoppers" prepares a chart:

"When Shopping"	
We Do	We Don't

4. A group interviews the manager of the school cafeteria. Information is brought back on the following items:
  - a) Prices this year and last
  - b) Cost of labor this year and last
  - c) Student prices this year and last
  - d) Federal school lunch program and its effect on prices
5. Students interview their parents. Bring back report on:
  - a) Itemized expenses.....this year and last
  - b) Income ..... " " " "
  - c) Savings (if any) ..... " " " "
6. Committees visit neighborhood chain stores, supermarkets, independent grocers—discuss with them their problems, advantages over competitors.
7. Forum: "How Advertising Influences Our Lives."
8. "Committees of Correspondence" write to various government agencies and private groups asking for posters or printed material illustrating how they help the consumer.
9. Students prepare scrapbooks dealing with "We, the Consumers."

#### B. Audio-Visual Aids

1. Viewing filmstrips and movies which explain consumer problems.

- a) Filmstrips: "Too Much Money"—(Encycl. Britannica)  
 "High Cost of Living" — (N. Y. Times, March, 1949)  
 "Shrinking Dollar"—(Times, May, 1951)
- b) Movies: "Mrs. America Speaks" — (N.Y.S. Film Library)  
 "To Market, To Market"—(Dept. of Commerce)

#### C. Trips

1. Neighborhood or wholesale markets: e.g., Bronx Terminal, Essex St. Consumer
2. Neighborhood cooperative store

#### D. Arts and Crafts (creative expression)

1. Construction of line graphs and pictorial charts showing the rise and fall in the cost of living over a specific period of time
2. Drawing of cartoons and posters illustrating consumers' problems
3. Dioramas showing how consumer tastes have changed over a period of time

#### E. Culmination

1. A display of government posters or materials entitled "How the Government Protects the Consumer"
2. A sketch entitled "Mr. High-Pressure Meets Mrs. Sales Resistance." This might be presented in an assembly program.
3. An exhibit of student-made cartoons, posters, scrapbooks, and dioramas
4. A "Code of Fair Advertising" suggested by the class
5. A price survey carried on by "Price Detectives" to determine where to get the "best buys" each week

#### F. Evaluation

1. Teacher-made tests
2. Student-made tests



3. Presentation of different buying patterns; evaluation of each pattern by students
4. Observation of pupils' conduct, attitudes
5. Anecdotal records by students
6. Discussion of conflicting statements in newspapers
7. Pupil self-evaluation of work, study habits, skills, attitudes, and understanding acquired through this unit

#### VI. Materials of Instruction

##### A. Community resources

1. Markets and stores
2. Library and museum
3. Better Business Bureau, Consumers League, American Medical Assoc.

##### B. Audio-Visual Aids (See V.B. above)

##### C. Printed Materials

1. Consumers Union Reports
2. Judgments of the Food and Drug Administration
3. U.S. Dept. of Agriculture—"An Outline for Teaching Conservation in Junior High Schools"
4. Eaton, Jeannette, "Behind the Show Window"
5. Reich, Edward, "Consumer Goods"

##### D. Current newspapers and periodicals

#### VII. Leads to New Units

The discussion of the "Individual As a Consumer" may lead to such questions as—

- a) What can I do to earn a decent living when I grow up?
- b) How can the employer and worker cooperate to assure a steady supply of goods for the consumer?

The above questions would lead in a natural way to a new unit, "The Individual As a Worker."

#### VIII. Teacher's Evaluation: To be filled in *after* the completion of the unit.

SAMUEL I. SCHWEITZER

Julia Richman High School

#### BALLADE ON MUCH SOUND AND MORE FURY

What are the sounds I always hear,  
 Breaking my peace throughout the day,  
 Making my life devoid of cheer,  
 Churning my mood to black or gray?—  
 They are the sounds that bring dismay,  
 Anguish, annoyance, and sullen spells;  
 They are the sounds that bark and bray,  
 They are the dreadful sounds of bells.

The dawn's alarm clangs in my ear,  
 And starts me off for the daily fray;  
 The time clock *pings* with a wicked leer,  
 And sluggishly down through the hall I sway.  
 My spirit's lonely, persistent nay  
 Yearns for the 3 p.m. farewells,  
 And sounds in my brainpan ricochet—  
 They are the dreadful sounds of bells.

Prefect and late bells snarl and sneer,  
 The periods start in a jangled spray;  
 And air raid drills and the sounds "All Clear,"  
 And the best laid lesson plans oft agley.  
 And fire drills with no fire display,  
 And mechanical failures and pupils' yells.  
 O in my mind there is h—l to pay,  
 And the coin is the dreadful sounds of bells.

#### *Envoi in Jingle, Jangle, Jungle*

O life may be beautiful, sweet and gay—  
 Except for the teachers in padded cells.  
 There are nineteen reasons for my distraight,  
 They are the dreadful sounds of bells.

JACOB C. SOLOVAY

Fort Hamilton High School



## TEACHING THE MASS MEDIA OF COMMUNICATION IN A JUNIOR HIGH SCHOOL

At a meeting with the teachers of core classes, the principal raised the question as to whether provision should be made in these classes for the study of the mass media of communication. The discussion that ensued developed these thoughts: Innumerable studies re-enforce our impression of the many hours our pupils spend viewing and listening to television and movies. Much, if not most, of a pupil's reading consists of periodicals. We, as teachers, can no longer ignore their presence. We must recognize that these, and other mass media, are the sources for many of the ideas our pupils express and are contributing influences in the growth of these children.

Because these media are here to stay, the junior high school pupil needs help in exploring them so that he becomes aware of the variety and richness they have to offer. He ought to begin to look at these media with some degree of discrimination.

Our teachers felt the responsibility for the inclusion of these topics in core because of the language arts, social studies, and guidance implications.

**ORGANIZATION.** The group discussed the main units into which the work could be divided, and decided to break it up into three sections and to organize a sequence of units on the mass media to be studied in core classes in junior high school as follows:

Seventh Year—Appreciation of Radio and TV

Eighth Year—Appreciation of Movies and Drama

Ninth Year—Appreciation of Newspapers and Periodicals

The teachers decided to work on the seventh-year unit this year as a pilot project. Four classes were to participate of which two were special progress classes and one an adjustment class. It was agreed that the work in the social studies would proceed concurrently in periods set aside by the teacher. It was further agreed that, to begin, the core coordinator and the teachers would draw up a cooperative pre-plan as a guide.

**PRE-PLAN.** The cooperative pre-plan that emerged included the following:

## TEACHING THE MASS MEDIA

1. Main Problem: How can a seventh-year pupil get the most out of radio and TV?
2. Sub-Problems: What different types of programs are offered?  
What is the history of radio and TV?  
Which are the most popular programs?  
Why?  
What lies "behind the scenes" of a broadcast?  
—Technical and scientific  
—Writing, producing, costuming, directing, acting, et al.  
What future developments can be predicted?
3. Objectives: To develop criteria for profitable listening and viewing  
To know what radio and TV have to offer  
To understand what lies behind the finished show  
To develop listening manners for family living
4. Probable Duration: From three to four weeks
5. Teachers' Reference: *The English Language Arts*, The Commission of the English Curriculum of the National Council of Teachers of English; *Conducting Experiences in English*, National Council of Teachers of English.
6. Sources of materials would be the broadcasting companies, WNYE, libraries, magazine and newspaper listings and reviews. The materials would be sent for by the core coordinator and the classes, brought in by the children and developed by the classes.
7. The approach to the unit would be through a survey on listening and viewing habits drawn up by the coordinator and through discussion of such questions as "Why are certain programs more interesting than others?" and "What makes a good TV viewer?"

**THE SURVEY-QUESTIONNAIRE.** Before work on the unit began, all the pupils answered a questionnaire on their radio-TV



listening and viewing habits. The answers of 159 pupils were tabulated (in two cases by the classes themselves) and reported to the pupils.

The results confirmed the opinions of the principal and the teachers regarding the pupils' listening and viewing habits. The following conclusions were drawn:

1. TV is, practically speaking, universal; 152 families out of 159 own sets.
2. Radio listening has significantly declined. Apparently listening to radio, in general, is confined to news broadcasts and popular recordings.
3. TV viewing time rises sharply over the week-end; Saturday is the most popular viewing day, with Friday and Sunday tied for second place. (Note: Saturday also leads in time spent listening to the radio.)
4. The children in the SP classes watch TV less and listen to radio more than do the others.
5. The most popular types of shows, in order, are these:
  - a. Comedy
  - b. "Live" dramas
  - c. Musical shows and movies
6. The least popular shows are the news programs.
7. The most popular current programs are:
  - a. "I Love Lucy"
  - b. "Dragnet"
  - c. "Colgate Comedy Hour"
8. Also favorably mentioned are (in no special order): "Mama," "Red Buttons," "The Early Show," "You Are There," "Ed Sullivan," "Groucho Marx."
9. Approximately one-half of the pupils replied that they read radio-TV commentators and critics.

**UNIT ACTIVITIES.** The work on the unit was begun through discussions based on the survey-questionnaire, specific programs, and a guidance topic concerned with physical growth and proper eating, sleeping, and playing habits. In all classes the pupils planned the work with the teachers and organized committees to treat aspects of the main topic and sub-problems.

One class organized committees on general phases of TV and radio (technical, story background writing, types of shows, and the like). For their culminating activities this group prepared a series of charts for "recommended viewing" for each day and did a TV adaptation of *Evangeline*.

The classes set up committees to investigate different types of programs (family life, variety shows, news and discussion of current issues, science, etc.) and covered other aspects of TV and radio as a committee of the whole. Their culminating activity was a series of reports to the class followed by discussions of shortcomings and values of TV programs.

One of the classes interviewed teachers and prepared a chart showing their favorite TV shows, which was displayed next to a chart showing the favorites of the children.

In all classes attractive bulletin board displays featured TV personalities and original drawings and cartoons of TV technical equipment, actors, and similar materials.

On one occasion the program supervisor of WNYE visited the school, addressed the five classes, and then conducted a lively question-and-answer period. The speaker was kind enough to bring with her and leave for the pupils forms and other materials used in the operation of a studio.

While the unit was in progress, two of the pupils were selected to appear on WNYE's Sunday TV news program.

The National Broadcasting Company and the Columbia Broadcasting System sent printed and mimeographed material which was used in the classrooms. WNYE offered to guide the classes through the studios but the geographical location of the school prevented acceptance of the offer. Trips were arranged through the NBC studios at Radio City.

The New York State Department of Commerce and WNYE sent copies or radio scripts for the use of the classes. These were found to be extremely valuable as guides to the form required when writing original scripts.

All classes spent between three and four weeks on the unit.

**GUIDANCE ASPECTS.** In general, the unit acquainted the pupils with a variety of programs and helped them find additional



values in those programs with which they were familiar. The question of taste in the presentation of programs was introduced. The sheer entertainment value of TV and radio was not disparaged but the opportunities for education and widened horizons were stressed.

One of the teachers reported: "*The entire class was guided to a realization that their present interests and tastes in TV could be improved. Each group was helped to an understanding of the optimum contribution it could make in solving the class problem. Finally, individuals were helped to see their individual problems and to arrive at the best method of solving them.*"

Work along guidance lines also stressed the beginning of critical-mindedness, awareness of good health habits, and the necessity for listening manners and respecting the wishes of other members in the family. A recurrent topic was consideration of the amount of time that the teen-ager should spend viewing TV and listening to the radio. One of the classes arranged a panel discussion with parents participating, to discuss family problems in TV viewing.

**LANGUAGE ARTS ASPECT.** In doing research on the problems the children read books, magazines, newspapers and reference works as well as original work. In reporting to the class and dramatizing original scripts in the classrooms and assemblies, the children worked on poise, clarity, and good speech habits and procedures. Forums and round-table discussions also were used as opportunities to improve speech and discussion techniques. The speech of performers on TV and radio was regarded critically.

An important feature of the work was setting up criteria in regard to radio and TV shows. These criteria were adapted and used in evaluating classroom discussions, reports, dramatizations, and visiting speakers.

Vocabulary lists were drawn up and studied in connection with TV and radio terminology.

The scripts developed by the pupils afforded opportunities for creative writing. Compositions on such topics as "What Impressed Me Most About the NBC Studios" and "Why I Prefer the ..... Show" were written as an outgrowth of some of the activities.

## TEACHING THE MASS MEDIA

**GROUP PROCEDURE ASPECTS.** Class and committee meetings permitted the pupils to practise modified parliamentary procedures. Working in committees to contribute to the solution of class problems helped the children develop habits of cooperation. The selection of pupils to act parts in original scripts called for tact and cooperation.

**SOME INTEGRATIONS.** The teachers found opportunities for integration as follows:

*Science:* Some of the children became interested in the principles of radio and TV transmission and reception. The science teachers of the classes in the unit participated in planning conferences and acted as resource persons for these pupils.

*Industrial Arts:* In preparing bulletin board displays, sets, costumes, props, and simulated technical equipment, the classes enlisted the aid of the teachers of industrial arts.

*Mathematics:* The children were assisted by their mathematics teachers in tabulating questionnaires and interpreting survey results.

**PUPIL REACTION.** All of the pupils were extremely enthusiastic about the unit. They compiled bibliographies, did extensive research, and showed evidences of applying the results to their own listening and viewing.

As was to be expected, they were interested in the technical aspects of radio and TV. In particular, they look forward to color TV.

The enthusiasm of the pupils was evinced by statements like the following: "... really interesting. . . ." "... learned a lot while having fun. . . ."

Motivation in language arts is shown by pupils who said that in the unit they "... don't mind writing. . . ."

Guidance values were shown in these two statements:

1. "There's a place for all kinds of talent—even a carpenter could get a job working on props."
2. "I think I'd like to learn more about being a make-up artist."



TEACHER REACTION. One teacher said, "The pupils enjoyed this unit because it was created from a real-life situation, without the necessity . . . of dragging in spurious or vicarious reasons for studying it."

One teacher recommended that the work be done at the end of the term "... when the required course of study has been met; in this way, a unit of this type, by its inherent difference and through its wide appeal, would serve as a fillip to lagging June spirits."

The teacher of the adjustment class pointed out that practically no reading materials exist for slow learners. The teachers also deplored the lack of literary value in TV magazines.

TO CONTINUE AS PLANNED. The teachers and principal reached the conclusion that units on the mass media of communication have a definite place in the junior high school and are consonant with the philosophy and practice of the core curriculum. The content is admirably suited to the maturity and interests of the pupils. The teachers were unanimous in observing that the outstanding features of the unit were the enthusiasm of the pupils and the direct application to, and derivation from, their everyday experiences.

It was agreed to continue with the sequence as planned. The fact that the units will be planned at the beginning of the year will facilitate the development of the year's work in core.

PAUL BALSER  
ALBERT I. SHAPIRO

J.H.S. 44, Bronx

## COMMUNITY CIVICS II—A COURSE OF STUDY

For some time our school administration has been concerned with the problem of adequately meeting the needs of those students who fail either to complete the high school program, or to go on to college. It has been estimated that 35% of the entering freshman class fail to graduate, and of those who do graduate, 50% continue their studies at college.

Community Civics II was designed to meet the special needs of that segment of the ninth year group whose records, testing

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scores, and social background indicated that high school would be the terminal point in their education.

What then were these needs, and how might they best be achieved within the framework of an introductory social studies course?

It was finally decided that within the period of one semester it would be practical to attempt to give the student a better understanding of himself, the school, and the work-a-day world. We recognize that this has been attempted in many other schools throughout the city, and in fact the authors of this course of study referred to many of these in order to select what they considered pertinent. We feel, however, that some of the ideas that we have developed might be of some value to those schools that are faced with problems similar to ours.

It is patent that the sooner the student recognizes his own abilities and limitations, the sooner he will be able to make the necessary emotional adjustments to living within those abilities. The attempt to satisfy this requirement led to the development of our first topic.

### Topic I—Discovering Myself

Emphasis here was on the self-evaluation of the student's abilities, his interests, and his place in society.

*Abilities.* Standardized tests were used to give the student an understanding of mental abilities, and the direction in which his ran.

*Interests.* A similar approach was followed to discover students' interest. Toward this end the *Kuder Preference Record* was administered.

*Society.* The student's place in society and the role of the family were integrated throughout the term. The reader is referred to the section entitled "Recommendations" at the end of this report, for a more extensive discussion of this topic.

It was felt that a major cause of drop-outs among the student body was the failure by the student to recognize what the high school had to offer. The traditional emphasis on the theoretical



in the academic high school holds little attraction for this large segment of the school population.

Furthermore, there was no central point from which the entering freshman class could be oriented to the new high school experience. What information they did receive came from many different sources, such as mimeographed announcements read or posted in their official class (which they may have missed); assembly programs (ditto); class announcements (again ditto); or visits to the dean (usually unpleasant).

These considerations led to the development of our second topic, "Making the Most of School," wherein we attempted to give the students a more complete understanding of what the school could do for them.

### Topic II — Making the Most of School

This topic was closely coordinated with the guidance program initiated during the term. Students were taught course requirements for graduation, electives, and group sequences needed for the academic, commercial, and general diplomas. Further, visits and conferences were held with the deans, departmental chairmen, and the grade advisers, who outlined the highlights and offerings of the various departments. In addition, class visits were made to the general and auto shops.

Courses of study, actually based on the individual's interests and abilities as previously determined, were then planned by the students.

Since the ultimate aim of any educational program is to better prepare the students for society, it was clear that some orientation to the job world should be given these youngsters. This led to the development of our third topic.

### Topic III — My Future Vocation

This topic might well be considered the heart of the course, inasmuch as the two topics previously described were culminated in this activity.

Assignments based on the texts *Choosing Your Course* by C. M. Smith, *The Machine Age* by Herriot and Clark, and the N.A.M. pamphlet *Your Future Is What You Make It* were designed to

## COMMUNITY CIVICS

familiarize the students with the job offerings in the areas of their interests. (See "Evaluation and Recommendations" below.)

Included in this topic was consideration of the following: choosing a job; finding the specific job; and holding the job.

### Topic IV — Current Affairs

Falling within the framework of the social studies curriculum and representing a wide gap in the student's experience was the fourth topic.

This activity was integrated throughout the term. Assignments and discussions were based on copies of *Every Week*, which were distributed periodically, and on current news events headlined on the radio, on television, and in the newspapers.

EVALUATION AND RECOMMENDATIONS. Based on our one-semester experience, it is our judgment that the most effective parts of the Community Civics II course were those in which the students evaluated their own abilities and interests, and gained insight into their own needs and goals, both as students and as potential wage earners.

The value in the use of the *Primary Mental Abilities Test* and the *Kuder Preference Record* was at first questioned inasmuch as these tests are generally used only for individual guidance, and not for group work. We are satisfied, however, that these tests, focusing, as they do, the student's attention on his own strengths and weaknesses and on his own interests (as developed in the profiles), were invaluable. They added meaning to the work that followed, and it is this work on school programming and job selection that we considered to be the heart of the course. It is our opinion that without the use of these tests, and the easy use and interpretive values of the profiles, the course would have lost much of its meaning.

In the area of world affairs, gratifying results were achieved. Based on the scores on the *National Current Events Tests*, the class discussions, the interest aroused, and the clipping files kept by the students, our opinion is that growth and development occurred along these lines. Added values were attained through the flexible nature of this topic, and assignments were integrated wherever possible with class work on the other major topics. Very valuable



were the periodical articles on the "Guidance Page" of *Every Week*.

During the term there arose the problem of choosing and assigning an adequate final culminating activity. Topic activities were limited in value to that topic to which they related.

What, therefore, could be done as an over-all summary activity?

One approach which we would recommend is to assign case studies of individuals whose social, intellectual, and interest backgrounds would be considered. Such an approach would call upon the student's own understanding of the entire term's work. Other such activities could undoubtedly be worked out and should in fact strengthen the course.

GERSON ANTELL  
KENNETH KAHN

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#### EXERCISES AND DRILLS IN MODERN LANGUAGE INSTRUCTION

One of the most pernicious doctrines which have ever risen to harm language teaching is that somehow the acquiring of a new language helps develop the "reasoning powers" of the learner. This doctrine has in the past led to nonsensical statements regarding the "logical" structure of Latin and Greek and the "logical" benefit one derives from studying them. Even today many teachers and most textbooks still are strongly influenced by this doctrine, and as a result teach the language as some sort of mathematical exercise. A theorem (general rule) is stated and illustrated, a number of tricky exceptions are noted, and then the student is required to do a smaller or larger number of examples (drill sentences) while keeping in mind all the other rules and forms he has had to master previously. This is certainly the proper method for learning mathematics and some of the sciences, where the appeal will be always entirely to the intellect. But in languages we are trying to develop habits of speech; we try to attain the point at which the learner will use his newly acquired foreign language powers as a tool and will apply his intellect solely to the subject matter and ideas he wishes to express. It is proper to ask ourselves whether the exercises we give our students to do are of any aid in achieving this purpose.

#### EXERCISES AND DRILLS IN MODERN LANGUAGES

Before going further, it might be well to remark on the peculiar fact that most of these exercises are called drills, although the larger number are anything but that. A drill is the interested repetition of some action (or phrase in our case) until such action becomes automatic and habitual, divorced more or less completely from the higher brain centers. Our "drills" very rarely do that; they always require the student to use the knowledge of rules, forms, and paradigms in order to arrive at the correct answer. Perhaps that is why the results are usually so depressing.

**INDUCTIVE METHOD.** Can we do anything, then, with the mass of exercises that fill our textbooks? My experience has been that if we turn the process around, that if we first give the class the proper endings, for example, to a series of completion exercises and then actually *drill* these endings till most of the sentences can be properly spoken by the majority of the class, then most students begin to get a glimmer of the significance of the underlying rule.

Specifically I ask the class to open textbooks to the exercises and then speaking loudly and distinctly, emphasizing the supplied endings, I do the first few sentences. I do this again. The entire class repeats after me, several times if necessary; then they repeat with me. Students are now called upon to recite any of the sentences they have learned; one student is finally asked to do them all. The sentences are now written on the board by some students while the rest of the class writes them in their seats. Finally students are asked to repeat whatever sentences they can from memory. The homework is to do these sentences again at home, and it is emphasized that the speaking of them aloud is just as important as writing them. The usual weekly test is limited to these and other sentences similarly drilled.

By the end of the first lesson the class has decided, for instance, that the dative endings in German mean "to" or "for the." But I do not consider this the important outcome of the lesson, which to my mind is rather the automatic mastery of ten or fifteen sentences in which the dative is properly used. Later for recall I ask the students to give a sentence which illustrates the way the Germans say "to the" and am content when one of the sentences previously learned is repeated.



EXTENT OF SUCCESS. The question suggests itself: isn't this sort of training too specific? Don't we want our students to be able to apply the new power to other configurations of words, to verbs and nouns other than the ones he has been drilling? My experience has been that once these sentences have been mastered thoroughly enough and in sufficient quantity, there is then a far better chance of the student's approaching the right forms in a new sentence than under the "logical" procedure where no automatic responses have been installed and simply a verbalized rule remains. Naturally this power varies greatly with different students, some achieving a surprising amount of *Sprachgefuehl* in a relatively short time. But at least all the students have learned German, all have spoken and written large numbers of sentences correctly and all have heard only correct forms. I cannot help feeling that a solid residue of German will remain, no matter how many rules and isolated forms are subsequently forgotten.

Better than with completion exercises, I found that this procedure works superbly with English to German translation exercises. Many of my classes have reached the point where, by the end of the term, most of the students (even in German 1) can correctly turn several long compositions and a large number of English sentences into proper, acceptable German. These of course are the exercises which the whole class has done together with me and which we have drilled and re-drilled in the manner explained above.

This procedure works better with some types of exercises than with others. In still others it does not work at all. This last is true particularly of the following: turning singular sentences into plural and vice versa, turning active sentences to passive and vice versa, joining two simple sentences to make a single complex one, supplying the proper German word for a form given in grammatical jargon (e.g., 3rd sing. masc. for *er*) and a few more similar ones. I have never had much respect for this sort of mental gymnastics in a language class anyway and I gladly skip over them. I have on the other hand found that I have great success with synopses of entire sentences which the class repeats after me. But remember that this learning is very specific in the case of most students; they will learn the verb only in the person I have used

## LOOKING BEFORE AND AFTER

with them. So I merely switch persons with the next sentence and hope for, and have frequently got, the best.

The chief danger I have found to be the attempt to do too much in too short a time. I have rarely had success when I tried to do the English to German translation of more than ten sentences of ordinary length in one forty-minute period. Moreover, I never allow myself to forget how specialized, in the case of most students, their command of the sentences is, especially in the lower classes. This makes me all the more delighted when some student breaks through the barrier and uses other words and expressions in the sentences he has previously mastered. In some classes I am surprised at how many can do this.

MORRIS K. JACOBSON

Andrew Jackson H. S.

## LOOKING BEFORE AND AFTER\*

How strangely similar is the fate of man and things, and yet, not strange, for the things man creates he creates in his own image. The young are callow and boastful; but as time passes, they become more amenable, though still arrogant. And as more time passes, they mature; and what they lose in self-confidence, they gain in understanding and mellowness and humility, which are the beginning of wisdom.

And so it is that Evander Childs High School, created forty years ago, has reached maturity. It has grown up in a world which became more and more tumultuous and more and more insecure. It has witnessed two world wars and several localized ones and a strange new and irritating one known as the cold war. And over its roof hangs a black and ominous cloud which may burst into a blinding mushroom so devastating that it would erase from the earth the school and all it ever stood for and all it ever hoped to achieve. And with these, it would erase Evander's creators and those whom the school helped to mold and lead from brash callowness into noble maturity.

All this must be taken into account, if we are to understand

\* Republished from a statement on the occasion of the 40th anniversary of the founding of Evander Childs H.S.



Evander Childs and the forty years of its history. But always, whatever alterations in curricula or methods time or fashion demanded, two features remained constant—Evander Childs High School was thoroughly democratic and cautiously progressive; for violent changes were not considered either desirable or permanent.

The school from its inception, guided by the various principals and heads of departments, has had as its kernel philosophy that its teachers are professional experts and personalities of exceptional qualities, that its pupils are human beings, not automata, all different from one another and equal only in rights and privileges. Thus, every school activity has to have real value for the individual in his present condition. And, above all, Evander Childs has considered education in a free democracy the development of each individual for a happy and efficient collaboration in a society which, in some of its dizzier changes, threatens to create neurotics and delinquents.

The aim of Evander Childs may be characterized by its own initial letters, as if created by nature: E for Efficiency, C for Character, H for Happiness, S for Social-Mindedness. That we have both succeeded and failed, is a true estimate of the result. Let the crude youth boast; we are mature and we are, therefore, proud only of our efforts and humble about what is possible under the circumstances.

We are a fair-sized school now—we were small, and we were large. We have a cosmopolitan heterogeneity of students, coming from 32 different racial backgrounds, from diverse social, economic, and intellectual strata—a veritable microcosm, vibrant, seething, pulling in many directions. And yet we have tried to adapt our educational program to meet the needs of each individual child.

We try, as often as possible, before the student comes to us, to get acquainted with his achievements in the elementary or junior high school, with his shortcomings, with his inclinations, with his latent abilities; and always upon his arrival, we try to adjust ourselves to him, while slowly molding him to our democratic pattern. In addition to four distinct courses of study leading to four different diplomas, we offer a number of special adjustment courses in several of the subjects, to bring the retarded individual up to the grade by "remedial" coaching; while a special "school

within a school" caters to the peculiar abilities and talents of the superior student. We also make provision for promoting individual interests by an elaborate extra-curricular program comprising many clubs, squads, teams, and other activities. The extra-curricular program also aims to develop a sense of group responsibility for the timid and the recalcitrant and their eventual integration in society. In both the extra-curricular and curricular life of Evander, disciplinary control is based on a recognition of the difference between maintaining order and raising a race of law-abiding citizens schooled in the art of both self and group control. Voluntary obedience to law, not law enforcement, is the ideal of the Evander Childs High School as a democratic school. Students are led to realize the importance of self-discipline, self-guidance, and self-help in the educational process, and the importance of the axiom "Give that you may get" in a land of freedom and opportunity. We endeavor to imbue our students with the "will to perfection" and to train and induce them to think for themselves—qualities that are essential for intelligent leadership (and followership, too). We insist that the pupil do well and thoroughly not only what he likes to do but also—and more especially—that he make a prolonged, intensive, and honest effort, to the very best of his ability, to learn to like what he does.

Not only among the pupils, but also among the teaching, secretarial, and custodial staffs, individual initiative is stimulated and the abilities of those who have anything to contribute are capitalized for the benefit of all. This has produced a faculty that is experimentally-minded and receptive to new ideas.

At no time during its existence has there been a one-man domination in Evander. Its three successive principals, Gilbert S. Blakely, Henry I. Norr, and the present incumbent, have tried to conduct the school on a basis of reciprocal cooperation. Principals Blakely and Norr, each in his way, strove to create and maintain the most wholesome environment for the growth of teachers and students. Mr. Blakely sought to develop conscientious, intelligent and courteous young men and women. Mr. Norr added to his predecessor's aim the significant phrase "in accordance with the individual's endowments and limitations" and stressed "pupil-happiness" as a supplementary aim. The present principal, endorsing these objectives, has added "teacher-happiness" and "com-



munity service," and has placed greater emphasis on the education of the superior students.

The school is proud of its record of achievement and the good reputation it has enjoyed in the community. May its progressive, intelligent, and conscientious staff continue to be successful in training, guiding, and inspiring to noble efforts the future citizens of the freest democracy on earth. In so doing, may we always remember that while every step of progress involves change, not every change spells progress; that because an educational idea is new it is not necessarily better; that there are certain values in life that are permanent and immutable; that qualities, habits, and attitudes are frequently more important than skills and knowledge; that the "how" of the learning process is more important in a democracy than the "what"; that whatever is educationally vital must be made administratively possible; that, though we believe in the democratic way of life we must not become fanatical, losing sight of actual conditions and of practical demands; and that the most important single factor in the educational setup of a free people is *the child*—and *every* child.

Now Evander Childs has reached maturity and the time will come when Evander Childs will be an old school. We hope devoutly that it will grow old gracefully and wisely and will always retain the youthful spirit of curiosity and that elasticity which allows for change and experiment. We shall not be here to honor it in its age, but we must so build now, that it will pour its blessings upon our memories.

HYMAN ALPERN

Evander Childs H.S.

### COMMITTEE ACTIVITIES IN SOCIAL STUDIES

Several months ago I escorted a group of fifty students from my social studies classes on a visit to the United Nations. We were very fortunate in being admitted to a plenary session of the General Assembly. As a result of this visit, the students expressed enthusiastic interest in the work of the United Nations. My supervisor and I felt that there should be some follow-up project to take advantage of the intense interest and enthusiasm that had

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been stimulated. I decided to conduct a current events committee project, building it around problems that face the United Nations.

**ORGANIZATION.** To initiate the project, I selected a planning committee, consisting of three representatives from each of four classes. I requested that this group meet with me on Thursday, during the long homeroom period. When the group assembled for the first time, they selected a chairman and secretary. I then presented them with a group of ten vital problems facing the current session of the United Nations and suggested that they select the four problems that would be of greatest interest to the members of the class. After they had decided upon the problems, it was agreed that a committee be organized in each class to report on each of the selected problems. Approximately one day a week during the remainder of the term would be devoted to the committee reports.

The following day the members of the Planning Committee informed their classes about the problems that had been selected. Then they listed the problem areas on the board, and the students in the class were requested to assemble next to the problem in which they were most interested, and to list their names on that board. Each of the committees was next asked to select a chairman and secretary. The duties of the chairman were to be as follows:

- a. Organizing the program of his committee.
- b. Assigning duties to the members of the committee.
- c. Acting as chairman during the presentation of the committee's program.

The duties of the secretary were to be as follows:

- a. Submitting an outline of what the committee planned to do, about four days before the date of the presentation.
- b. Preparing a list of the sources that were used by the members of the committee, and a summary of the committee's program, after it had been completed.

In private consultation with the chairmen of the committees, I suggested that they select individuals on their committees, and make them responsible for the following tasks:

- a. Inform the members of the committee about any



radio or television program that might be of interest to the entire group.

- b. Prepare a reading list for the members of the committee, based upon articles to be selected from the 1953-54 issues of the *Reader's Guide to Periodical Literature*.

I further suggested to the chairmen some of the following methods that they might consider in drawing up their programs:

- a. Debate
- b. Panel discussion
- c. Quiz show
- d. "You Are There"
- e. "See It Now"
- f. "This Is Your Life"
- g. "Author Meets the Critics"

During the two weeks that elapsed between the formation of the committees and the presentation of the first report, I permitted the students to have one full period and two ten minute meetings in class. The Planning Committee kept meeting on Thursdays. They also decided to have the chairmen of the reporting committees get together several days before the report was to be given, so that the chairmen of different classes might exchange views.

Since this entire project was largely experimental, I relied to a great extent upon the chairmen of the various committees to organize their own programs. However, even in teaching swimming it is no longer considered good pedagogy to throw the student into the water on the assumption that he will "sink or swim." I therefore urged the chairmen to consult with me when difficulties arose. This they did upon frequent occasions.

**CRITERIA OF EVALUATION.** The programs conducted by the committees were generally successful. They included a quiz show, a debate, and a panel discussion. The quiz show included singing commercials, gifts to the participants, and a panel of experts consisting of the members of the committee. However, the success or failure of these group activities cannot always be evaluated by the end product which is presented. One must always bear in mind the aims of the program, and gauge the extent to which these aims have been realized.

Among the aims I listed when I drew up this project were the following:

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- a. *To teach students to work with others in small groups.* This involves concern for others, cooperativeness, and a willingness to undertake and bear responsibility.
- b. *To develop problem-solving and critical thinking ability.* This would include the ability to define a problem and to consider the possible courses of action. It also involves the ability to collect appropriate data.
- c. *Training in study skills.* This includes practice in reading and in the location of pertinent information.
- d. *Development of organizing skills, including the ability to outline and take notes.*
- e. *Social skills.*

**PROBLEMS IN HUMAN RELATIONS.** I encountered several experiences which would indicate conclusively that the students were realizing the aims of this project. For example, in one group the chairmanship of the committee was handed to an extremely slow student. This particular girl, who also happened to be the only Negro girl in the class, actually got the chairmanship by default, as everyone else in the group "pawnd it off" on her. I realized immediately what had happened. I also realized that it would be exceedingly cruel to this girl to have her continue as chairman, because she just wasn't equipped for the job. Nevertheless, I decided to wait and see what would happen.

The committee headed by this girl was scheduled to be the second one to report. The first report presented in class was a particularly good one. It was done in the form of a quiz show, with all the trimmings. The chairman of the group did an outstanding job in coordinating the program.

The following day I was approached by two of the girls on the committee that was scheduled to submit the next report. They informed me that they didn't think their chairman could handle the job adequately. I acted surprised and inquired, "How did she happen to be selected as chairman?" They admitted that she had been selected by the entire group. "Well, in that case," I said, "you might have made a mistake in selecting her, but since she was



chosen in a democratic manner, she'll have to remain on the job until it's completed. The only thing you can do is to expect every member of the group to assume a greater share of the responsibility for planning and carrying out the program. This has to be done without hurting your chairman's feelings. Let me know what you decide to do." The next day one of the girls informed me that she had volunteered to assist the chairman, and that they would meet at her home the same evening. Without any official changes this girl, who was much stronger as a leader and much more capable, assumed the chairmanship in everything but name, and actually presided when the program was presented. Certainly, the members of this group had indicated an ability to work together as a small group, a consideration for the other members of the group, and a willingness to assume responsibility when this became necessary.

**PROFITS AND PITFALLS.** I also had clear evidence that objectives *b* and *c* were being realized. The students became familiar with various publications which may be of further assistance to them in their advanced social studies and in their preparation for life. Moreover, a number of students indicated that they had not realized until now that back issues of magazines and newspapers were kept on file in the school and local libraries. Many of them had been under the impression that it would be necessary to write to the *New York Times* to receive back issues of the paper.

Perhaps the most satisfactory objective is *e*. Many of these children were in this school for the first time. The procedures and the atmosphere were strange to them. After we had had our first class committee meeting, one of the students approached me and said: "I've been in this school for three months, and this is the first time I really could get to know the people in my classes." Moreover, I noticed that the Planning Committee kept meeting regularly every Thursday, even though I did not request them to do so. This had become a social event of some significance for the participants.

In repeating a project of this nature, I would beware of the following pitfalls:

- a. I did not intervene at all in the composition of the committees or in the selection of a chairman. As a result, many of the committees contained an excess

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- of bright students, while others contained too many of the weaker students. Also, one committee consisted of five girls and one boy. He did not participate fully in the work of the committee. I might have improved the quality of all the committees by making about three or four shifts in each class.
- b. I did not make an attempt to relate the project directly to the material being studied as part of our regular curriculum. As a result, several students felt that this was superfluous material. Actually, more enthusiasm might have been awakened by selecting problems more directly related to the material being covered in discussions.

Nevertheless, I found the project extremely interesting, and I am certain most of the students participating in it found it both interesting and profitable.

ALBERT KAMINSKY

J.H.S. 232, Brooklyn

## HOW TO TEACH ECONOMICS IN THE HIGH SCHOOLS

### Shall We Start with a Definition?

If we start with a definition, we assume that the students will understand it. That is a dangerous assumption. It is wiser to tell our students that the definition will be worked up as the course proceeds. It is healthy, anyway, to start the course with the frank expression of ignorance. This is the path to scientific humility and curiosity. Furthermore, it should be explained to the students that there are diverse definitions. This happens to be the truth, and it will lead the students to a scientific alertness for forming comparative judgments.

### How Shall We Introduce the Textbook?

By all means, we must let the students know that the textbook is subject to question, doubt, emendation, and criticism; and that there is a world of difference between the classics in economics and the textbooks. Our students must be informed immediately



that a textbook has a date of composition and publication and that there is such a thing as obsolescence and timing of economic ideas. Never must we let our students be oblivious of the factor of time in economics as an aspect of institutional evolution, of terminological change, and of economic behavior and thought.

### The Difference Between the Technical and the Vernacular

Our students must be made conscious of the fact that ordinary use of certain words may not have the precision and the specificity that these words have in the prescribed context of economic analysis. Such consciousness will lead to linguistic conscience so necessary in all social studies thinking.

### How to Handle Statements

Our students must be made aware of the differences between the following forms of statements:

1. An allegation of fact;
2. An expression of an opinion;
3. A declaration of belief;
4. A formulation of principle;
5. A formulation of a generalization.

This knowledge leads to clarity of thinking and the very important skills in handling social studies language.

### How to Handle Statistics

We must teach our students that it is quite possible for figures not to lie but for liars to figure. Our students must be made aware of the importance of sources and authoritativeness, of the nature of bias, self-interest, vested interest, and objectivity. Naturally, we must avoid paralyzing scepticism, nihilistic relativism, and the despair that youth is prone to when certainty is hard to find. Also, we must make sure to teach our students that a person may have the facts and not know what to do with them; that it is necessary to have principles, aims, goals, and direction; that when facts contradict a pet notion, we must give up the notion with humor and gusto; and that we must not twist the facts. Thereby we will be teaching the ethics of the scientific method.

## HOW TO TEACH ECONOMICS

### The Difference Between the Theoretical and the Empirical

Our students should know — if they are to understand the scientific approach to problems — that experience may be blind and confusing without the ordering and disciplining and organizing tools of hypotheses and principles. There must be the understanding of the nature of premises, assumptions, inferences, and implications. Otherwise, our students will memorize the text and repeat verbatim only to forget and to lose genuine interest and even to become hypocritical and cynical.

### The Newspaper and Other Media of "Information"

Concreteness and significance are the major products of the use of the current media of "information." This is indispensable. Through the use of the textbook alone, the students will have the verbalisms of economics. I do not mean to suggest, however, that if the students use the textbook only they will get an "abstract" view of economics. That is an abuse of the word "abstract." We cannot do without abstraction, which is of the essence of thinking. To say that a subject is abstract is not a condemnation, as so many falsely believe. All "study" is necessarily abstract, but, of course, there are degrees. The teacher must find out for himself on what levels of abstraction he should live with his students. The consequences of the failure to live up to this pedagogical axiom are obvious to all experienced teachers — and very quickly become so to inexperienced teachers.

### The Student's Questions

In economics the student soon finds out — if properly taught — that the subject deals with his everyday problems. He is piqued and intrigued into asking questions the answers for which are not readily obtainable. Here is where the teacher becomes the guide for orderly research on the level of the pupil's understanding. Here a great job can be done — the student is made an inquirer; and what can be more valuable than this in the whole theory and practice of teaching and pedagogy?

### The Personality of the Teacher

If the teacher feels that what he is teaching is old stuff, he will not have the spirit most conducive to stimulating the hunger for



the truth in his students. There is no "old stuff" in economics. It is ever fresh and new and tasty like the bread we eat when we are hungry — though, because we eat it every day, bread too should be "old stuff." There is not a single idea in economics that cannot be taught from a new angle. If the teacher looks, he will find the new angles. When he looks for these new angles, he will be in that stance and that posture which the students will recognize as the hunger for truth; and, when students see this in the teacher, they are seized by the same madness.

MARTIN WOLFSON

Brooklyn Technical High School

### GRIDIRON HERO OR ZERO?

Dear Football Captain Joe:

I was there Saturday afternoon when you intercepted that forward pass, snatched it right out of the stratosphere, and ran it back sixty yards for the touchdown that won the game. I was there and I was yelping and whooping along with the rest. And when I arrived home, I raved about your feat to my wife and kids. You're a great footballer, Joe!

But, Joe, when you come into the English classroom, I have to forget your prowess on the gridiron and you have to forget it, too. I have to expect you to be able to spell the words *receive* and *occurred* and *mischievous*; and to distinguish between *to* and *too*, and *there* and *their*, and *its* and *it's*; and to realize that *these fellows*, not *them guys* play a good game; and that sentences terminate before your fountain pen runs dry, and therefore a paper of 500 words should be punctuated with periods and question marks.

I can't allow your power and glory on the football field to color my judgment of you in the English class room, nor, Joe, should you expect me to. I feel you should be able to read and appreciate *Macbeth*, along with your non-athletic classmates, and you should want to have the ability to understand Shakespeare.

"Tomorrow and tomorrow and tomorrow . . ." should sober you; "Pour the sweet milk of concord into hell . . ." should make you think of the discords in our own world; "All the perfumes of

### GRIDIRON HERO OR ZERO?

*Arabia will not sweeten this little hand . . .* should bring to your mind the phrase "guilty conscience."

Nor, Joe, can I permit you to sit behind one of the better English students and arrange with him to slump down in his seat during exams so that you, with your telescopic vision, will have opportunity to copy from his paper. When I spoke to you about that matter, your reaction gave me something to think about. "Other teachers ain't so particular; they want me to pass so I can play football for the school; so they make believe they don't see some things."

If other teachers don't see what they ought to, I think it's a sad, sad situation. And if you believe that I ought to join that clique, I think that is even sadder. You, YOU, Joe, could make all this unpleasantness unnecessary in such a simple way! And for your own benefit, you should want to do this.

I give you a reading assignment for tomorrow, some chapters in *Giants in the Earth*. Take your book home, Joe. Read the assignment. You'll enjoy the story once you start reading. And when you come to class, you'll understand what's going on when we speak of the powerful Hans Olsa picking up one of the Irishmen and hurling him over the heads of the others, and you'll doubtless have an opinion when I ask, "Was Per Hansa right or wrong in burning the stakes marking the claims of these Irishmen?" It will take you forty-five minutes to do the assignment—and you'll need to be dependent on no one for the day's work. You'll get a kind of satisfaction from knowing your school work that will supplement your football glory and make your sum-total of happiness even greater.

I'm on your side, Joe. You have a good head, and so the fact that you are an athlete should not rule out the possibility of your being a fine student, too.

There is just one thing necessary—you must want to keep up in your studies. YOU must want to do this. YOU must want to earn good grades.

I look forward to the day when I can point to you with pride and say: "See that fellow, Joe—he's a great football player and a fine student!"

A. S. FLAUMENHAFT

Brooklyn Technical High School



## Book Reviews

PSYCHOLOGY OF LEARNING AND TEACHING. By Harold W. Bernard. McGraw-Hill Book Company, New York, 1954.

Educational psychologists are in a transitional period. They are aware of some of the defects in the traditional approach to educational psychology, but they have not yet boldly redefined the problems they face nor have they charted the realistic road to better learning. Bernard's *Psychology of Learning and Teaching* is, like similar transitional books, apparently conscious of the deficiencies previous texts suffered from. It is, moreover, lucid, informative, and well organized. Unfortunately, however, it is not prepared to make a clean break with the past. It is not prepared to incorporate the latest research findings from related areas. Such timidity vitiates the author's basically proper orientation and understanding of his field.

In the attempt to facilitate pupil growth and to understand how to guide the learning process efficiently, old-line educational psychologists interpret learning as the product of the interaction between the organism and its environment. Such interpretation, concerned essentially with learning as an individual and isolated phenomenon, seems blissfully unaware of the discoveries of the field theorists. They ignore modern advances in psychiatry which stress the role of emotional factors in learning disabilities. They do not come to grips with the social tensions which condition learning.

Such an approach is sterile because it is too mechanical. There is the learner. There is the learning process. Between these two stands the teacher, the third element in the learning situation, the interpreter of the conditions of learning to the pupil in such a way as to foster maximum growth.

Dr. Bernard fully understands that this approach is mechanical. He realizes that educational psychology is shifting its emphasis from physiological to a psychology oriented in social groupings. He realizes that the field is moving from artificial experimental studies of learning to the study of living children in a life-like social milieu. He claims awareness of the role the home and the culture in which a child lives play in influencing learning.

Despite his awareness and his protestations, however, he is still bound by tradition. Most of his book treats the traditional subject matter of educational psychology: motivation, growth, types of learning, the nature of the individual. But he devotes so much space to these areas that he cannot deal adequately with the gestalt in which total learning takes place.

This is not to say that Bernard is imprisoned by tradition. As a transitional writer, he quite properly devotes more attention than his predecessors to hitherto neglected areas. He discusses, however briefly, growth as a pervasive factor in learning and teaching. He describes the role and the importance of the social setting. He discusses mental hygiene, with

## BOOKS

emphasis on the teacher's dynamic influence. Unfortunately, his treatment of these critical areas is inadequate. There is only one chapter on mental hygiene, and only one other chapter analyzes the cultural influences on learning.

The practicing teacher is left with the feeling that Bernard's approach is stereotyped, despite the minor innovations. The baleful influence of a stereotyped approach faces us every day in the classroom: retardation, because the curriculum bears only a tangential relationship to life; truancy, because of loveless homes; and behavior problems, because the educational psychologists are concerned with the laws of learning rather than with the effects of slum living on human growth. There must be room in the textbook for both.

The *Psychology of Learning and Teaching* is a step in the right direction, but it is a timid step.

AARON MALOFF

Bronx Vocational High School

MENTAL HEALTH IN EDUCATION. By Henry Clay Lindgren. New York: Henry Holt and Co., 1954, pp. 561, \$4.75.

This book is chiefly concerned with the normal child, who has few problems and a healthy need to progress and develop in ways that are socially and emotionally mature. From its beginning, the work seeks to promote what might be termed a mental-health point of view of education. The older, more tried approaches to education are deemed to depersonalize the classroom situation as well as to deny the importance of emotions and feelings. The mental-health approach assumes that behavior is complex and that its causes lie deep within the emotions of the person concerned. On his ability to read the emotions of children correctly the teacher must base understanding—that is the purport of this volume.

There are nineteen chapters, ranging in content from a discussion of our changing attitudes toward children, through problems of adjustment with which the teacher is confronted. The development of the child as an individual, motivation, emotional maturity, behavior problems, socioeconomic determinants, communication, the child and the group and the forces operating therein, including patterns of acceptance and rejection, are all topics to which careful attention is given. In chapters dealing with the teacher's role, approaches (directive, laissez-faire, guidance) are discussed, as is the teacher as a person of power and authority, the relationship of the teacher to the classroom group, relations with parents, and the mental health of teachers. A view of the educational process is taken in chapters dealing with the integrative and disintegrative influences in education, the school as a therapeutic environment, and evaluation and diagnosis. The appendices contain drafts of public educational pronouncements, and some inquiries helpful in appraising mental health in the school program.



The wealth of source materials cited, the discreet and direct documentation, the comprehensiveness and incisiveness of the treatment given the many topics considered, the interesting and readable style, the excellent organization, and, not insignificantly, the modern, functional approach urged by the writer, are some elements that combine to provide a significant contribution to the literature of educational psychology.

HILLIARD A. GARDINER

#### A WARNING NOT TO TEACH

I . . . comforted myself with reflecting, that London was the mart where abilities of every kind were sure of meeting distinction and reward.

Upon my arrival in town, sir, my first care was to deliver your letters of recommendation to our cousin, who was himself in little better circumstances than I. My first scheme, you know, sir, was to be an usher at an academy, and I asked his advice on the affair. Our cousin received the proposal with a true sadonic grin. Ay, cried he, this is indeed a very pretty career, that has been chalked out for you. I have been an usher at a boarding-school myself; and may I die by an anodyne necklace, but I had rather be an under-turnkey in Newgate. I was up early and late: I was brow-beat by the master, hated for my ugly face by the mistress, worried by the boys within, and never permitted to stir out to meet civility abroad. But are you sure you are fit for a school? Let me examine you a little. Have you been bred an apprentice to the business!—No.—Then you won't do for a school. Can you dress the boy's hair?—No.—Then you won't do for a school. Have you had the small-pox?—No.—Then you won't do for a school. Can you lie three in a bed?—No.—Then you will never do for a school. Have you got a good stomach?—Yes.—Then you will by no means do for a school. No, sir, if you are for a genteel, easy profession, bind yourself seven years as an apprentice to turn a cutler's wheel; but avoid a school by any means. Yet come, continued he, I see you are a lad of spirits and some learning, what do you think of commencing author, like me? . . .

OLIVER GOLDSMITH: *The Vicar of Wakefield*

#### THE LURE OF THE SEA

*He is the story of a sea captain who never came home empty.*

Contributed by Lila Ackerman



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## Atomic Energy—Its Implications for Society

STERLING COLE\*

To appear before an audience concerned with the education of young America would in any event be a great pleasure, and to address such an audience on the social and international consequences of atomic energy is a privilege for which I am deeply grateful.

Regarded as a historical landmark, the splitting of the atom ranks with man's first successful effort to use fire for his own purposes, with the invention of the wheel, and with the development of the steam engine. All of these earlier inventions were far more than mere triumphs of man's ingenuity. They set in motion a whole chain of events revolutionizing man's lot in peace and war. The atom will do no less.

The dimensions of the atomic revolution can be comprehended in a simple equation: A single pound of Uranium-235—an atomic material useful either for manufacturing atomic bombs or for fueling peacetime atomic power reactors—contains as much energy as almost three million pounds of coal. This fantastic power locked in the nuclei of the heavy elements can eventually end civilization as we know it, or else bring untold material wealth to the world. In the form of atomic weapons, Uranium-235 or plutonium can destroy the urban basis of present-day world culture. In the form of fuel for atomic power reactors, these same materials can light our cities and run the machines of our factories with unparalleled efficiency and economy. Atomic radiation—if loosed during the explosion of a nuclear bomb—can destroy life. Liberated from a reactor designed for medical therapy, this identical radiation can prolong and save life.

This is another way of saying that, like any other force in nature, atomic energy has no ethics of its own. The final meaning of atomic energy for world civilization will depend upon man—

\* Remarks of Representative Cole, Chairman, Joint Committee on Atomic Energy, 83rd Congress, before the In-Service Training Course for Science Teachers, Board of Education, City of New York, on Wednesday, January 12, 1955.



upon man's wisdom or his folly, upon his moral courage or his moral weakness.

**THE ASSETS.** If we make an accounting of how the atom has affected the world as of 1955—a dozen years after man first achieved a self-sustaining chain reaction—the debits on our balance sheet may appear to outweigh the assets. On the good side is the fact that American leadership in the development and manufacture of atomic weapons has contributed enormously to preventing another world war, and to keeping the future open for real peace. We and our allies face ruthless adversaries who outnumber us in raw manpower, and who aim at total domination of the world. Yet American atomic supremacy—more than any other single factor of the free world's military strength—now keeps the Kremlin from achieving its mad goal. For this we should all give thanks, remembering in the meanwhile that true and lasting peace—as contrasted with today's shifting and uneasy truce—must be built on firmer foundations than mere military strength.

On the good side also, each week that passes brings new demonstrations of what the atom can accomplish when bent to the ways of peace. In industry, atomic energy—in the form of so-called radioactive tracers—is finding a host of important applications—beginning with such mundane, but important, uses as increasing the efficiency of detergents, and ending with completely new techniques of product control in steel plants.

The list of medical applications of the atom is even more impressive. At the Brookhaven National Laboratory, encouraging work is now under way in treating cancer of the brain through atomic radiation. As a diagnostic tool, the atom has already proved the greatest boon to medicine since the invention of the microscope five hundred years ago. The time is rapidly nearing, I am sure, when medical applications of the atom will annually save more lives than were lost in the bombing of Hiroshima and Nagasaki.

The catalog of constructive uses of the atom would of course be incomplete without mention of atomic power. Our nation's first full-scale peacetime atomic power reactor is now being constructed near Pittsburgh. Today, electricity secured from atomic fuels is expensive when compared with the cheap conventional power we possess in most parts of our nation. But as our knowledge of the

## ATOMIC ENERGY

reactor art increases, this situation will change. Within another one or two decades, a major portion of the new generating capacity installed each year in the United States should run on atomic fuels.

Here in America, we are blessed with abundant supplies of cheap coal and hydroelectric power. We may therefore find it difficult to realize what an enormous boon atomic power can confer upon less fortunate nations. Western Europe—England, in particular—has long since exhausted its best reserves of coal. The plight of Asia, Africa, and South America is even more serious. Throughout those continents coal and hydroelectric power are scarce, or even non-existent. As a result, every major effort to raise the standards of life in the economically underdeveloped areas of the world has heretofore confronted the unyielding obstacle of extremely high-cost power.

Within our lifetime, however, the peacetime atom can provide a way out. It can bring power to the economically underdeveloped nations at a fraction of the cost of conventionally-derived electricity. In fact, atomic power should give such nations their first real hope of breaking the age-old cycle of poverty begetting poverty.

**THE LIABILITIES.** If our atomic balance sheet could be completed with the entry of these constructive uses of the atom, there would be cause for deep satisfaction, and great hope. But if we are to be honest accountants, we must reckon also with the ominous progression of the nuclear arms race and the mounting danger of two-way intercontinental atomic war. More than five years have passed since the Soviet Union broke our American monopoly of atomic weapons. Today, atomic and hydrogen bombs exist in growing numbers on both sides of the Iron Curtain. Today—not next year, or the year after, but today—the Soviets have both the bombs and the planes needed to launch a devastating nuclear attack against the cities of North America.

It should be obvious to all that high-performance jet bombers plus nuclear weapons have radically tipped the balance of military power in favor of the offensive. Our existing continental defenses—our preparations for repelling and thereby preventing an atomic attack—are inadequate against the planes which the Soviet could today hurl against our shores, to say nothing of the increased



capability the Kremlin will achieve with the passage of time. I am therefore greatly heartened by the increased emphasis given continental defense in our current military planning. There is lost time to be made up; there is an urgent need for even greater boldness and speed in our efforts to create a continental defense system commensurate with our peril.

Some maintain that an effective long-term continental defense system is beyond our grasp, since jet bombers will eventually give way to intercontinental ballistic missiles—against which no effective defense is now foreseeable. I point out, however, that if our adversaries can launch a devastating attack using only jet planes, they will not need ballistic rockets to accomplish their nefarious ends. I can therefore see no logic in resisting better defenses against manned aircraft on the ground that these same defenses might prove useless against ballistic missiles. Nonetheless, we must not blink our eyes to the fact that the next decade will in all probability witness the entry of the intercontinental ballistic missile into the arsenals of the world. Such a missile would fly in the stratosphere at many times the speed of sound. Armed with a nuclear warhead, it would in truth represent the absolute weapon. If they alone possess such armaments, our enemies might accomplish—literally in a matter of minutes—the destruction of our urban society.

Although the lessons of history are to the contrary, it is of course conceivable that long-range ballistic missiles may reduce the likelihood of all-out atomic war. It is conceivable that the existence of these weapons would make an aggressor realize that two-way atomic war involving strategic targets could end only in two Carthages. Let us remember, nonetheless, that every great military invention known to history has been accompanied by prophecies that it would make war impossible by making war too horrible and too costly. This was true when gunpowder and firearms replaced the crossbow; it was true when the machine gun was first introduced into the arms of the world; it was true also when the first strategic bombers confronted the nations with the prospect of wars fought on a ruinously destructive scale.

Remembering such false prophecies, it is hard to repose confidence in a peace which rests on some new advance in weapons technology. In the past, aggressors have always underestimated the strength and resolution of the peaceful nations. They have always

gambled for victory through striking first. We have no reason to think that the men of the Kremlin will not similarly gamble, especially since nuclear weapons plus modern delivery vehicles put such a tremendous premium on the initiative and on surprise.

My point is a simple one: A continuing ability to answer a nuclear attack on its own terms, combined with the most effective possible continental defense system, must of course remain a vital part of a total program for security and peace. But if our aim is true and lasting peace, arms—standing by themselves—will not suffice to achieve our goal.

AN OPEN FUTURE. Is there some obvious formula, which somehow now eludes the statesmen of the world for achieving true peace? I fear not. Is there some bold new course of action which, if only we followed it, would bring absolute military security to this and succeeding generations? Again I fear not. Peace in this atomic age, like peace in any age, will be won only through the slow working of a wise diplomacy which errs neither toward craven appeasement nor unseemly arrogance. Peace in this atomic age, like peace in any age, will never be secured overnight. Peace in this atomic age, like peace in any age, will be won only if our statesmen can draw upon the support and collective wisdom of a united people. Peace in this atomic age, like peace in any age, is a pearl of great price—which can never be bought cheaply.

Yet one thing, in this atomic age, is different. Today there exists a new instrumentality for waging peace—a material force of unrivaled power which can be man's valiant ally in his efforts to build a future nearer to our heart's desire. I refer to atomic energy—the same atomic energy which now threatens to split the world asunder. In his magnificent speech before the United Nations in December, 1953, President Eisenhower pointed the way to making the atom the touchstone to a better tomorrow. He urged the nations to pool their resources in a great program to use atomic energy in a world-wide fight against poverty and disease. His challenge was eagerly accepted by the free nations—and we must never give up hoping that the Soviet Union may also see fit to join in this splendid enterprise. During the course of revising the Atomic Energy Act of 1946, the United States Congress voiced its approval of the objectives of President Eisenhower's peacetime international



atomic pool plan. Following this, our Government announced its willingness to contribute important quantities of atomic materials to such a pool, and our British and Canadian friends made similar offers.

The international pool gives the world an opportunity—and let us pray it will be wise enough to seize it—to use the atom for the purposes God surely intended it to be used, for fighting poverty wherever men now want, and for curing disease wherever men now suffer.

For all those with eyes to see, the President's great plan makes it clear that the atomic future is open. It is not preordained that atomic ruin must inevitably befall the world. It is only preordained that man will reap as he sows—that selfishness and smallness will receive their just deserts, and that generosity and greatness will receive their just rewards.

**THE TRUTHS TO BE TAUGHT.** You, as teachers, of science, could say with good reason that man's problem, in the atomic age, is a problem of learning—of learning how to live with the elemental force of the atom, and of learning how to use the atom so that it will not destroy all he holds dear but instead make for a more bountiful life. If the atomic dilemma is resolved—and that dilemma consists of the world's clear-cut choice between unparalleled destruction and unparalleled abundance—it will be resolved largely through those of your vocation. I am thinking here of the tremendous educational job which needs to be done in acquainting the peoples of the world with the true nature of atomic energy, so that they will neither despair of grappling with the problems posed by the atom nor feign indifference to the most important physical fact of our time.

Yet your mission—the mission of the world's teachers—surely goes deeper than this. Beyond all else, your task is surely that of reminding men that new scientific laws do not render obsolete old moral laws. Your task, even more than explaining the new scientific truths of this atomic world, is that of championing those eternal moral truths by which the good society has lived in the past, and by which it must live in the future. Your task is that of liberating the coming generation from temporal provincialism, and of relating its problems to those great questions of right and wrong

## ATOMIC ENERGY

confronting all men in all ages past and all ages yet to come. Your task, and there is no greater task, is the mission of vindicating anew the truth which matters above all—that our lives have meaning and dignity and reward only when they are lived in harmony with the purposes of our Creator.

### A SCHOOL-TEACHER'S SUNDAYS

I mark ten papers,  
Do the dishes,  
Mark more papers,  
Sweep the floor,  
Again mark papers  
'Gainst my wishes,  
Scold the kids,  
Then mark some more.

Submitted by May Rose Salkin

### WHY STUDENTS DROP OUT

*(There must be a moral in this somewhere.)*

... Paul Winchell began to talk about his life and times and a curious story it was. It seems Paul was studying commercial art in high school and he made his first dummy as a class project. He made such a hit with it that soon he was called to the principal's office, not, as he feared, for a scolding but rather for encouragement.

The school principal then did two things. He made a little red wig out of a rug for Jerry, and he urged the reluctant young Paul to try out for the Major Bowes Amateur Hour program.

Paul and Jerry won the magnificent sum of \$100 by bringing about the greatest number of phone calls any contestant had ever received, and shortly after, Major Bowes offered the couple a job with one of his touring units—one headed, by the way, by Ted Mack.

The \$75 a week looked mighty big to a high school kid whose father was supporting a family of five on \$15; so after some hassles with school authorities, Paul and Jerry were in show business.

—Fay Emerson, in a  
*World-Telegram and Sun* column



## Prospective Teachers of English in 1948 and 1954: How They Compare in a Subject-Matter Test

JAY E. GREENE\*

In New York City, applicants for license to teach English are required to take a written test which includes short-answer questions in the field of English. In an attempt to see how applicants for license as substitute teacher of English in day high schools in 1954 compare with earlier applicants for the same license as to knowledge of some aspects of English tested in the short-answer test, forty selected questions from the 1948 test for teaching license were repeated in the 1954 test. The forty questions consisted of ten in literature, ten in vocabulary, ten in English usage and grammar, and ten in spelling. The total test, from which the forty items were taken, consisted of 300 questions. The year 1948 was selected only because the individual answer-papers were available for our purpose. Approximately 265 individuals took the test in 1948, and approximately 215 took the test in 1954. The data used in this study were taken from the performance of fifty individuals chosen by purposive sampling as representative of each group. It should be recognized that the questions may not be representative of knowledge in each area and that, therefore, the results should be construed within the limits set forth.

**SAMPLING.** In planning the comparative study of the 1948 and 1954 groups, it was decided, in order to keep the amount of time needed for rescoring papers at a minimum, to limit the sample for each year to 50 examination papers. The method of random sampling was not used in selecting the 50 papers since some of the 1948 papers were not available for rescoring. Instead, a method of *purposive* sampling,\*\* designed to provide a truly representa-

\* Prepared with the assistance of Virginia Crozier, Frances Guanella, and Edward Kasdan.

\*\* Adkins, Dorothy C. et al. *Construction and Analysis of Achievement Tests*, Washington, D. C., U. S. Government Printing Office, 1947, pp. 125-126; Guilford, J. P. *Fundamental Statistics in Psychology and Education*, New York, McGraw-Hill, 1950, p. 180.

## PROSPECTIVE TEACHERS, 1948 AND 1954

...tive sample of the total group, was employed.

In order to select 50 candidates to represent the total of 265 candidates who participated in the short-answer test of the 1948 examination, the distribution of total scores on the short-answer test for the entire group was used as a guide. Fifty papers were selected in such a way that the distribution of total scores conformed very closely to the distribution of scores for the entire group. The same procedure was followed in selecting the sampling of fifty papers to represent the 1954 group.

**PREPARATION FACTOR.** Consideration must be given to the question of whether individuals in the 1954 test had an advantage over the 1948 group because the later group might have had access to the questions that were repeated. Since the forty questions formed a relatively small part of the 300 questions in the 1954 test and since these forty questions form an even smaller percentage of the many questions that applicants may review in their preparation for the examination, the writer believes this factor not to be significant under the circumstances.

### Literature

Following are some of the questions in literature that were used:

Of the following lines, the one which does *not* appear in Shakespeare's sonnets is

- 1 Shall I compare thee to a summer's day?
- 2 Since there's no help, come let us kiss and part
- 3 When to the sessions of sweet, silent thought
- 4 That time of year thou may'st in me behold

Of the following, the one who did *not* write on the history of American literature is

- |                     |                   |
|---------------------|-------------------|
| 1 Vernon Parrington | 2 Van Wyck Brooks |
| 3 Sherwood Anderson | 4 Ludwig Lewisohn |

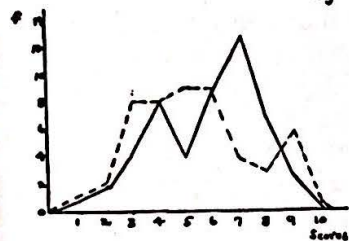
Of the following the one *not* noted as a writer of short stories is

- |                        |                       |
|------------------------|-----------------------|
| 1 Wilbur Daniel Steele | 2 Katherine Mansfield |
| 3 Joaquin Miller       | 4 Kay Boyle           |

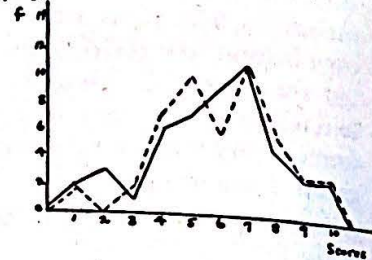


## HIGH POINTS [March, 1955]

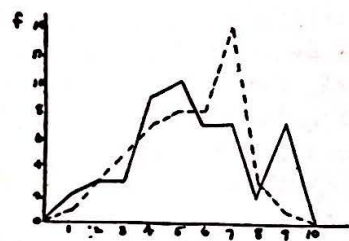
Comparison of 1948 and 1954 scores  
by frequency polygons



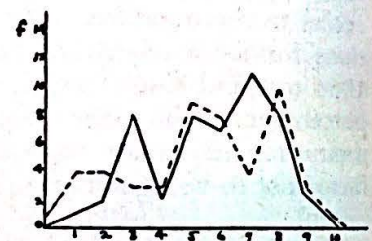
Spelling Scores



Grammar and Usage Scores



Literature Scores



Vocabulary Scores

1948 scores indicated by broken line  
1954 scores indicated by solid line

Of the following, the one which does *not* have a supernatural element in its plot is

- |               |                    |
|---------------|--------------------|
| 1 Lorna Doone | 2 Looking Backward |
| 3 Dear Brutus | 4 Lost Horizon     |

Of the following, the one which does *not* deal with the life of immigrants in the United States of America is

- |                       |                   |
|-----------------------|-------------------|
| 1 Westward Ho!        | 2 My Antonia      |
| 3 Giants in the Earth | 4 From Many Lands |

Out of a maximum of ten, the average score obtained by the 1948 group in literature was 5.38, with a standard deviation of 1.84. The 1954 group had an average of 5.46 and a standard

## PROSPECTIVE TEACHERS, 1948 AND 1954

deviation of 2.17. However, the slight difference in achievement on the questions in literature is not statistically significant. Only one of the 1948 group had nine or more out of ten questions correct, whereas seven of the 1954 group had nine out of ten correct.

### Vocabulary

The following groups of words, from which the closest in meaning to the given word was to be chosen, were taken from the 1948 test and repeated in the 1954 test:

- |                  |   |
|------------------|---|
| (a) atavism      | 1 reversion to type; 2 political favoritism; 3 inclination to cruelty; 4 basic life force.    |
| (b) attrition    | 1 appeasement; 2 capitulation; 3 wearing away; 4 calming down.                                |
| (c) cupidity     | 1 veniality; 2 avarice; 3 coyness; 4 marksmanship.  |
| (d) germane      | 1 consanguineous; 2 bactericidal, 3 pertinent; 4 imminent.                                    |
| (e) hedonism     | 1 worshipping genii; 2 living for pleasure; 3 turning toward darkness; 4 advocating polygamy. |
| (f) intransigent | 1 impotent; 2 immobile; 3 dubious; 4 uncompromising.  |
| (g) moribund     | 1 vexatious; 2 biting; 3 dying; 4 sul-<br>len.  |
| (h) obloquy      | 1 dungeon; 2 garrulity; 3 indirection; 4 disgrace.  |
| (i) stultify     | 1 make foolish; 2 stun; 3 inhibit; 4<br>render helpless.                                      |
| (j) bowdlerize   | 1 expurgate; 2 harden; 3 improve; 4 deflect.  |

Out of a maximum of ten, the average score obtained by the 1948 group in vocabulary was 5.42 with a standard deviation of 2.52. The average score of the 1954 group was slightly higher at 5.92 with a standard deviation of 2.03. It is interesting to note that both groups found the word *stultify* most difficult; the 1954 group found the words *germane* and *intransigent* much less difficult than did the 1948 group.



### Usage and Grammar

The following are some of the items that were repeated in the usage and grammar sections:

#### Usage

In each of the following groups, one of the four sentences contains an error in grammar, usage, diction, or punctuation. Mark the corresponding number of that sentence on the answer sheet.

- 1 The lecture finished, the audience began asking questions.
- 2 Any man who could accomplish that task the world would regard as a hero.
- 3 Our respect and admiration are mutual.
- 4 George did like his mother told him, despite the opportunities of his playmates.

- 1 Each applicant was required to give his name, age, and where he lived.
- 2 Andrew has been away for months; hence his bewilderment at these new laws is understandable.
- 3 Whether he be vagabond or courtier, he may enter through these portals.
- 4 At the conference it transpired that the president had absconded with the funds six months before.

- 1 Henry maintains that he has already read the article in its entirety.
- 2 A large number of people signed the petition.
- 3 We appreciate you going to all this trouble for us.
- 4 The data which he collected are not relevant to the matter.

#### Grammar

On the basis of its *use* in the given sentence, indicate on the answer sheet the number of the correct grammatical description of each of the italicized words or expressions.

Our single and absorbing purpose now is to complete the spring planting.

- |                              |                        |
|------------------------------|------------------------|
| 1 modifier of <i>purpose</i> | 2 objective complement |
| 3 predicate nominative       | 4 subject of <i>is</i> |

The teacher, having given each *pupil* an assignment, turned her attention to the visitor.

- |                        |                   |
|------------------------|-------------------|
| 1 nominative absolute  | 2 indirect object |
| 3 objective complement | 4 direct object   |

When we finally found him, he was *but* half alive.

- 1 conjunction connecting subject and predicate
- 2 preposition introducing adverbial phrase *but half alive*
- 3 adverb modifying *half*
- 4 preposition governing pronoun *he*

Out of a maximum of ten, the average score obtained by the 1948 group in usage and grammar was 6.08 with a standard deviation of 2.07. The 1954 group had an average score of 5.96 and a standard deviation of 2.21. The difference in scores, however, is not statistically significant. Six individuals in the 1948 group had scores of nine or more correct out of ten in usage; by coincidence, six of the 1954 group had similar scores.

#### Spelling

The following words, from which the misspelled word in each group was to be chosen, were used in the spelling test:

- 1 orifice; 2 deferment; 3 harass; 4 accommodate.
- 1 changeable; 2 therefor; 3 incidently; 4 dissatisfy.
- 1 picnicking; 2 proceedure; 3 hypocrisy; 4 seize.
- 1 villify; 2 efflorescence; 3 sarcophagus; 4 sacreligious.
- 1 paraphenalia; 2 apothecaries; 3 occurrence; 4 plagi-arize.
- 1 irreparably; 2 comparitively; 3 lovable; 4 audible.
- 1 nullify; 2 siderial; 3 salability; 4 irrelevant.
- 1 asinine; 2 dissonent; 3 opossum; 4 indispensable.
- 1 discomfit; 2 sapient; 3 exascerbate; 4 sarsaparilla.
- 1 valleys; 2 maintainance; 3 abridgment; 4 reticence.



Out of a maximum of ten, the average score obtained by the 1948 group in spelling was 5.5 with a standard deviation of 2.09. The 1954 group did somewhat better with an average of 5.92 and a standard deviation of 1.85. It is interesting to note that the word most troublesome to the 1948 group was *sidereal*; whereas equally difficult words to the 1954 group were *sidereal* and *incidentally*. Three individuals in the 1954 group achieved nine or more correct, whereas seven of the 1948 group had that many correct.

#### Total Score

The average score of the 1948 group on the total of forty questions, reduced to a ten-point scale, was 5.575 with a standard deviation of 1.59. The average score of the 1954 group was slightly higher at 5.835 with a standard deviation of 1.35.

ON EQUAL FOOTING. Judged from these data, based upon a limited number of questions, applicants in 1954 for substitute license to teach English in high schools did slightly better than the 1948 group on the total number of short-answer test questions. They also did a little better in scores on the vocabulary, spelling, and literature questions. Only in grammar and usage did the 1948 group do slightly better than the 1954 group. All differences are so slight, however, that they are not statistically significant.

#### QUOTE, UNQUOTE

The blurb-of-the-week department—from a publicity release describing a new self-help manual, "How to Become a Better Reader," by Paul Witty (Science Research Associates, Chicago, \$5):

"Lots of people feel that they don't care about 'ideas.' The fact that the printed word is the medium of recorded history may not interest them. But everyone cares about being popular and successful. And nowadays the popularity and success of the average family depends very greatly on the ability to read and understand."

—William Du Bois,  
"In and Out of Books,"  
New York Times Book Review

## History Repeats Itself: 1915-1955\*

EDWARD R. GLEICHENHAUS  
William Howard Taft High School

In the January issue of HIGH POINTS Mrs. Marie Arnold of Eastern District High School offers a rebuttal to "Speedwriting in Business—A Statistical Survey" which appeared in a previous issue (May, 1954).

The title of the article should read "I Am Not Persuaded" instead of "We Are Not Persuaded." The writer merely represents herself, not "us shorthand teachers." She vaguely speaks of associates without identifying them and without indicating to what extent they are familiar with Speedwriting. My conclusions in the original article were endorsed by two other experienced chairmen after an examination of the questionnaires.

The fact of the matter is that in the last three years the Board of Education's in-service courses in Speedwriting have enrolled teachers of all levels, including teachers of Pitman and Gregg shorthand. To meet the overwhelming demands of teachers to learn this shortcut to shorthand, two courses had to be arranged, one centrally located in Manhattan, and one equally convenient in Brooklyn. Even this arrangement may prove inadequate. Teachers come to the courses from Staten Island, Queens, the Bronx, and one teacher made a special trip from Peekskill each Tuesday to attend. In the present writer's experience in teaching the course in Manhattan over the past three years, there has never been a register below thirty at the conclusion of the course. As many as fifty-two registered for the very first in-service course offered by the writer in 1952.

I venture to say that if one were to look through the in-service bulletins of the Board of Education for the past ten years, it would be difficult to find a listing of an in-service course in Pitman or Gregg shorthand. Certainly there has not been one in the past three years during which Speedwriting was flourishing. This does not gainsay the merits of either of the older systems. Both are highly efficient and have stood the test of time. Nevertheless, the

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enrollment in Speedwriting courses by New York teachers gives evidence of a desire to learn a simplified, workable system of note taking that stands up under stress and does not tax the energy too heavily.

I agree with my critic when she places Gregg and Pitman shorthand on an equal plane. "The two symbol systems," she says, "are used internationally by millions [sic] of stenographers, secretaries and court reporters." I think it pertinent to recall the storm that arose when the proponents of Gregg shorthand attempted to introduce their system where hitherto Isaac Pitman reigned exclusively. There is always opposition to new and progressive ideas. When Pythagoras discovered that the sum of the squares of the legs of a right triangle is equal to the square of the hypotenuse, he was so overjoyed that he offered a hecatomb, or 100 oxen, in gratitude to the gods. Ever since, as Heine dryly remarks, every ox trembles with fear whenever a new truth is discovered. I refer to the "Report of the Committee Appointed by the Shorthand Section of the New York City High School Teachers' Association to Investigate the Relative Merits of the Isaac Pitman and Gregg Shorthand for Use in the New York City High Schools," dated December 5, 1914, and the "Supplementary Report" by the same Committee, appointed by the late Associate Superintendent of Schools, Edward L. Stevens, dated January 29, 1915.

OPPOSITION TO GREGG. The December, 1914, report states: "The Committee visited several classes in Gregg shorthand." After pointing out alleged weaknesses, the Report concludes:

"Your committee has failed to find a single feature in which Gregg Shorthand is superior to Pitman, but it is convinced that there are many features in which Pitman is superior to Gregg. We know of no logical reason for introducing the Gregg system into the high schools. We recommend, therefore, that the shorthand section of the High School Teachers' Association place itself on record as being opposed to the introduction of any system or systems of shorthand other than Isaac Pitman into the high schools of this City, inasmuch as such introduction would, in our opinion, be detrimental to the best interests of the pupils of these schools."

The January, 1915, "Supplementary Report" goes into the so-called deficiencies of Gregg shorthand in greater detail. "The Gregg system is essentially an alphabetical (*emphasis mine*) system, more or less carefully worked out. . . . We emphasize this point because it is the fundamental weakness of the system and most of the other weaknesses can be traced back to this defect. . . . The defect is innate and cannot be cured without making over the system on some plan similar to that of the Pitman."

"Gregg shorthand," the report continues, "breaks down as a science or a system and becomes a collection of makeshifts. . . . We hold it an intellectual crime to give encouragement and support to a shorthand system which is unscientific, unsystematic, and merely a collection of makeshifts. That it is easy to teach and can be used in amateur classroom work with dullards more successfully than a real system would not justify it in our eyes, even were the statement true. (Our personal experience would show that it is not true.)"

The "Supplementary Report" then specifies the poor results attained by students of Gregg shorthand in high schools throughout the state. Rochester high schools are mentioned where 68 students were instructed and 57 took the State tests (100 words a minute) and 84 per cent passed. The Auburn High School had a passing percentage of 75%; in Lawrence High School only three out of five were successful although 22 students were instructed; Middletown High School instructed 53; yet only three passed the 100 word test; during the past five years in Watertown High School 131 students took Gregg shorthand and only 22 tried the 100 word test and of these only 73% passed; in Rockville Center, L. I., 2 out of 13 passed the 100 word test; the results in Schenectady are particularly unsatisfactory—out of 50 students who tried the 100 word test, 34 failed or 32% passing.

"We are especially impressed," the Report ends, "with the shortcomings of the Gregg system by the results obtained in the Amsterdam High School. We find that after studying shorthand for two years, five periods per week, 40 minutes per period, with classes of ten or less, these students do not even try the 100 word tests, but take a test at only 50 words a minute."

"If for no other reason than these ridiculously unsatisfactory results, we believe it would be a calamity to our students to in-



introduce this system of shorthand into the high schools of New York City." (*emphasis mine*)

**PARALLELS OF CRITICISM.** This then is the system that is now championed along with Pitman as being "used to record any sound the voice can utter, and at any speed." It is a system which was condemned and vilified 40 years ago, leading to the rather hysterical conclusion that it would be a "calamity" to introduce it to students in New York City. I cannot resist the temptation of quoting side by side the comments made by the learned committee 40 years ago against Gregg shorthand with the arguments offered today against Speedwriting. In making this comparison the reader will understand, of course, that the writer has a high regard for both the Pitman and Gregg systems, and he does not endorse or approve the comments made by the committee some forty years ago.

*Criticism of Speedwriting  
Shorthand made in 1955  
in the HIGH POINTS article*

1. Some reply, some rebuttal, is in order, lest silence seem to confer acceptance or approval by us shorthand teachers and imply that we are ready to replace our present systems with Speedwriting—as we are not.
2. Because the different forms of the alphabetic characters (Speedwriting) do not join readily, there is a limitation on the breadth of vocabulary and the speed of writing that a student can attain.

*Criticism of Gregg Shorthand  
made in 1915 by the  
Committee*

1. We have been unable to find among the teaching body, any desire for the displacement of the Isaac Pitman system of shorthand in favor of any other system. The only other demand for such an introduction comes from the Gregg Publishing Company and from its interested agents.
2. The Gregg system is essentially an alphabetical system. No scientific attempt has been made to produce harmony of writing effort and speaking effort. The student has been taught to write

phonetically in a system in which it is impossible to write at all for any practical purposes. The dilemma arises in two ways: 1st, through the amount of writing necessary in an alphabetical system, and, 2nd, through the awkward combinations into which the writer would be betrayed.

3. Gregg Shorthand and Pitman Shorthand are the two symbol systems used internationally by millions [sic] of stenographers, secretaries and court reporters.

3. The Isaac Pitman system is giving entire satisfaction. A very large majority of our pupils pass the Regents' tests with high ratings; our graduates are in constant demand as stenographers; many business houses apply to our high schools year after year for additional stenographers. Your committee believes it would be unwise and also detrimental to the best interests of the schools to introduce a second system or to discard the one that has proved its worth. Such a change would be regarded merely as an experiment and not as a matter of settled policy. Such a change would be particularly unfortunate at the present time when so much work is being done in course of study, coordinating industrial and school work, etc.



4. One of many questions in the debates among enthusiasts for the two kinds of shorthand is: "Can high school students attain sufficient skill, via an alphabetic system, to succeed on the job as stenographers and secretaries?" The article published here last May presented certain data as evidence for answering the question affirmatively; the purpose of this rebuttal is to point out the inadequacy and inappropriateness of those data.

#### HIGH POINTS [March, 1955]

4. We who understand the problems involved in the attainment of skill in rapid verbatim reporting know that we are dealing with both science and art, and we hold it an *intellectual crime* to give encouragement and support to a shorthand system which is unscientific, unsystematic, and merely a collection of makeshifts. It has been reported that the Gregg system has been and is being introduced into a large number of high schools throughout the country. The Committee desired to find out the reasons for this; so it communicated with 145 of these schools asking, among other questions:

- (1) What caused the adoption of the Gregg system?
- (2) Were any other systems of shorthand officially investigated before the Gregg system was adopted?

We have up to the present time received replies from 64 schools.\* The answers we received to the first question were:

\* Note the paucity of replies as compared to the recent Speedwriting Survey in which 73.5% of employees answered and 92% of employers responded.

#### HISTORY REPEATS ITSELF: 1915-1955

Teacher experienced in teaching it, easier to get teachers, teacher recommended it, or, only system teacher knew—12; its simplicity, its popularity—12; Gregg system offered in other schools in the city—1; formerly taught Benn Pitman and think the results with it better although Gregg is a good system for average high school pupils—1; Gregg system discarded—3; Gregg not taught—6; do not know, or no answer given—14.

The answers to the second question were: yes—22; no—12; do not know—9; the remainder gave no answer.

5. The data (the Speedwriting Survey) were obtained by means of a survey in which the publisher of Speedwriting cooperated, and which sought to validate the claim that "Speedwriting is widely and successfully used in the business world."

5. Our schools are supposed to be conducted for the benefit of the pupils and not for the benefit of publishers. To introduce the Gregg system of shorthand could be of advantage only to the Gregg Publishing Company. As it is the fashion at the present day to charge everyone with working primarily for his own interests, we will state first our conclusions on this side of the question. The committee has decided un-animously that it is imma-terial to the interests of the



6. A further observation that must be made about these graduates is that the questionnaire did not reveal how many of the 228 who made some use of Speedwriting were stenographers or secretaries and how many were receptionists or other office workers who used their shorthand only occasionally as an adjunct to the performance of other duties.

7. The report indicates that not even Speedwriting proponents challenge the superiority of symbol shorthand. The published report ventures no intimation that Speedwriting is better than symbol shorthand.

8. The report indicates that Speedwriting may not actually be learned as readily as has been assumed.

present teachers of shorthand which system is taught in the schools. We feel that the New York teachers have no personal or selfish interest to consider in this matter.

6. That it (Gregg shorthand) is easy to teach and can be used in amateur classroom work with dullards more successfully than a real system would not justify it in our eyes, even were the statement true.

7. In conclusion, your committee has failed to find a single feature in which Gregg shorthand is superior to Pitman, but it is convinced that there are many features in which Pitman is superior to Gregg. We know of no logical reason for introducing the Gregg system into the high schools.

8. Your committee has examined with considerable care the Gregg text-book, and it has also visited Gregg shorthand classes. Its conclusions are that the system is in no

9. But even if the data were reliable and even if their presentation were objective, the report would still not be significant or persuasive to high school teachers.

10. The report indicates that Speedwriters may not actually do as well on the job as has been generally assumed, for, if their performance were outstanding, it would not have been necessary to present the statistics in the manner indicated above or to limit the scope of the survey to a group so highly selective.

The rebuttal has gone far astray in seeking implications in the May article to apply to our high school situation. The only reference made in that article that might apply to our local problems was in the very last sentence of the Survey. "*The alphabetic Speedwriting system deserves the serious consideration of those concerned with the training of students in secretarial skills.*" The purpose of the article was to do nothing but what it did do—to survey statistically the extent and adequacy of Speedwriting stenographers in business. The Survey took the stenographers as it found them, high school graduates, college trained and college graduates and examined their success or lack of it on the job. No corollary was drawn to our high school population—none was intended. If the findings seemed contradictory, it is well to point out that surveys involving human beings are most often contradictory—the

way equal to the Isaac Pitman system and that it has very little educational value.

9. Teachers would have to be licensed to teach each system. There could be no co-operation between classes in different systems. Hopeless confusion and complete inefficiency would be the result.

10. If for no other reason than these ridiculously unsatisfactory results, we believe it would be a calamity to our students to introduce this system of shorthand (Gregg) into the high schools of New York City.



human equation cannot be coded and indexed faultlessly like a filing system.

**COMMITTEE SURVEY.** If there is concern with implications and conclusions concerning the effect of alphabetic shorthand on secretarial courses in high school, it may be desirable to examine an experiment conducted by the Board of Education's Bureau of Educational Research, under the guidance of its Director, Dr. J. Wayne Wrightstone. This investigation was begun by the Survey Committee on Business Education (appointed by the late Deputy Superintendent of Schools, Frederic Ernst) which was asked by the Board of Education to inquire into abbreviated longhand systems.

Two abbreviated longhand systems were considered by the Committee, namely Speedwriting and Hyspeed Longhand. The investigational design is reported to the public in Chapter XIII, "Abbreviated Longhand Systems," as part of the full report, "Business Education in Our High Schools—A Survey Report," issued September 1, 1953.

This Committee visited and examined classes and courses outside of New York City high school in Speedwriting as well as classes within the city school system. The problem was then turned over to the Bureau of Educational Research. I quote from Page 205 of the Report (Business Education Survey report):

*"In order to have a somewhat more scientific evaluation of the alphabetic systems, the High School Division in cooperation with the Bureau of Educational Research organized six experimental classes in three schools.*

*"A full report on the experimental research has been issued (July, 1953) under the title "A Pilot Study of the Evaluation of Selected Alphabetic and Symbolic Systems of Shorthand," prepared by George Forlano, Jr., Research Assistant. Only Section IX, Summary Conclusions and Recommendations, is reproduced here."*

I take the liberty of quoting directly from the "Conclusions" on Page 211 of the Report:

*"In comparing second term stenographic achievement of students enrolled in the symbolic (Pitman) system of*

*shorthand with that of equated students enrolled in the alphabetic (Speedwriting and Hyspeed) systems, the latter students appeared to be significantly and consistently more efficient in terms of fewer word errors in all the comparisons undertaken.*

*"At the end of third term shorthand, the Speedwriting students continued to achieve consistently lower word error scores as compared to their equated peers."*

The Report goes on to Page 212:

*"In general, at the end of two terms of stenography, the alphabetic shorthand groups as compared to equated Pitman groups showed superior stenographic performance in terms of fewer word errors. At the third term level, the Speedwriting group maintained this superiority over the equated Pitman group.*

*"In summary, in view of the comparative efficient functioning in shorthand on the part of the students enrolled in the alphabetic shorthand systems, their somewhat lower attrition rates, the absence of measurable deleterious effects of alphabetic shorthand instruction on spelling and handwriting, and the high level of student acceptance of the subject, it is concluded that Speedwriting and Hyspeed shorthand should be continued to be taught and evaluated as to their worth as a new subject in the high school curriculum. It may be well to note at this point that the teachers of the alphabetic shorthand system were not, as a group, as well trained and prepared as were the teachers of Pitman shorthand."*

The "Recommendations" of the Bureau of Educational Research are listed on Page 213. Number 3 is pertinent to this discussion:

*"Some promising results were obtained for alphabetic shorthand student groups who, as a group, were average and somewhat below average in mental ability. As an application of this finding for future use, it is recommended at this time that low-ability students should be encouraged to enroll in alphabetic shorthand rather than in symbolic shorthand. Such student guidance may lead*



to better student school adjustment and less student frustration."

The Business Education Survey Committee itself adds the following recommendations (Page 214):

*"It is recommended that approximately ten classes of 'normal' pupils be given the alphabetic systems. These pupils should be selected from among those who do not desire careers as high speed shorthand writers, but who are preparing for the job of office stenographer. If it can be shown that these pupils can learn the alphabetic systems and transcription in less time than they do the regular systems, and with a lower rate of failure, the saving of instructional time and money will be substantial."*

*"Time and personnel should be provided for the follow up of stenographers who are presently using Speed-writing in business."*

**PLACE OF THE SEVERAL SYSTEMS.** The present writer has taught Pitman and Gregg and has been a chairman of a department where the two systems were taught. He has the highest regard for both. He considers them valuable, if not indispensable, for the top-flight stenographic positions and posts where maximum shorthand speed is required. But there is no reason for withholding from a large group of students a newer system that is easy to learn and is sufficient for most commercial purposes.

The January article questions the value of the statistical survey described in the May, 1954, issue of HIGH POINTS and the interpretations that might be placed upon the findings of that survey. But more has been read into that survey than was intended. The really important point is the fundamental idea expressed in the May article, to which the thorough and more intensive study by the Bureau of Educational Research lends support, namely: "The alphabetic system deserves the serious consideration of those concerned with the training of students in secretarial skills." That is all that the author pleaded for in May, 1954. He again repeats that plea.

## Time to Read

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After many a readless night with television, it's time to read, once again. Not that there need be much friction between the two media: indeed, one may help and support the other. But it seems to me that a number of educators are fortunately urging, once more, a return, or at least a spur, to the teaching of the recently shunned but I think all-the-more vitally necessary skill of reading, in the junior and senior high schools. What are some of the time-honored and still very effective (once we re-examine them) methods that have been used in teaching reading to secondary school students? Let us examine them.

**ORAL AND SILENT READING.** A common practice is that of Miss MacGregor, a teacher of English in a junior high school in Rochester, New York, who wrote sentences on the blackboard, had the students study them, erased them and asked the students to tell her the thought content of each sentence. She then read a paragraph aloud, having the students follow along silently in the book. However, Professor J. G. Cohen, formerly of Brooklyn College, maintains that it is a mistake to have the student follow silently while listening to someone read aloud: this penalizes the fast silent reader (if there are any of this extraordinary species left today!) for being ahead of the oral reader, who must necessarily be slow. How often have we heard a teacher say to her class, or to a student or two in it, "Now don't jump ahead, Johnny; wait for the rest of us!" While it is sometimes desirable and even necessary to keep the class together, this is still an unfortunate policy, for it slows a student's progress and tends to discourage him from further effort. Oral reading should be taught in class, according to Russell A. Sharp, in order to make the pupil audience-conscious; and the pupil should read material that is unfamiliar to his audience. He can benefit by their criticism on such points as pronunciation, enunciation, speed, volume, and phrase grouping (most important and most difficult).



INTERPRETING THE PRINTED PAGE. O'Brien made an experiment in silent reading. He found, among other things, that the most important factors are (1) speed (the pupils should avoid using lips and tongue) and (2) comprehension. We do, incidentally, teach comprehension in school today, but we need, I believe, to stress it more, and teach it more effectively, for this is where most students fall down to a most sad degree. This entails "intensive reading," which Stratton says is useful to "comprehend fully" the *meaning and intention* of the writer. He wants us to "develop intensive reading into *re-creative* reading." In other words, the reader must read between the lines. Another aspect we, as teachers, should develop with pupils is that of experience or background. The pupil should be made aware of something he no doubt does unconsciously—he brings his own experience and background to the printed page. What a young reader reads in the sixth grade in elementary school, when he is about eleven years old, will appear to be entirely different to him when he rereads it at the age of sixteen, in the third year of high school. This is true, we must explain to him, because *he* has changed, in experiential background, not the literature. The teacher, to train himself in re-creative reading, should annotate the text in the margins, put down ideas, explanations and cross-references that come to his mind while reading. It seems too obvious perhaps to mention, that skill in retention and comprehension ought to precede speed in reading.

Stratton divides "outside reading" into three categories: (1) supplementary reading, (2) collateral reading, and (3) reference reading, the latter of which requires, usually, note-taking, a skill which every English teacher should be sure to develop in his pupils. Moreover, how often do we find ourselves teaching the history of literature rather than the literature itself? While history is important as background material to help the student understand what he is reading and why it was written, the historical aspect should not be allowed to overgrow its bounds.

Charles Swain Thomas also considers interpretation of the printed page most important. The pupils should be taught to find out all possible meanings of doubtful words, and to make ample use of a good dictionary. They must be trained to overcome the already-too-widespread "dictionary-fright." It is another, more

difficult matter, of course, to teach the pupil to read with an open or receptive mind. The best way to do this is to help the reader place himself in the position of a character of his choice (usually this is the chief character—the hero or heroine), thus cultivating the difficult and important art of empathy: he must identify himself with the character in the story.

ADAPTING INSTRUCTION TO THE PUPIL. In judging pupils as readers the teacher must bear certain things in mind:

1. The variability of reading rates among pupils
2. Variety in lengths of the books
3. Difference in ease of comprehension
4. Difference in value and interest of the messages of the various books.
5. Difference in types of materials of the books.

Stella Center points out that "*the lower a child is in intelligence, the more likely are his reading tastes to be concentrated in one field*" (Terman and Lima). In this experiment, described by Stella Center and Gladys L. Persons, the students were trained to make fewer fixations and thus to increase their speed, but to recognize more of the words they see and thus to improve their comprehension as well. Fresh materials are needed and should be supplied frequently, and we should not "fear unfamiliar vocabulary." Says Miss Center, "*The difficulty lies more often in ideas rather than in words.*" A very interesting and important point, incidentally, is that the teacher should consider sentence structure and clearness of style when selecting material to be read by the pupils. It is my belief that we don't often think of this angle, but we certainly ought to.

The emphasis in the reading should be on *ideas*, rather than on *mechanics*. Reading, according to Center, consists of (1) purpose and (2) method of attack. A comprehension test should be given *after* reading silently in class. It needn't be a written test, however. A series of pointed oral questions will serve just as effectively, if not more so, because they will appear more natural and informal. While the pupils read, the teacher has an excellent opportunity to observe their bad reading habits. Discussion should follow the reading.



BRINGING PUPILS TO BOOKS. B. A. Hinsdale, who recognizes that the student brings his own peculiar experience to the printed page, reminds us that the old controversy of *realism vs. verbalism* is still going on. In connection with this theory of books, "The ancient Jews significantly called the school 'the house of the book.'" As important as the book is, Mark Pattison maintains, "The scholar is greater than his books," meaning, of course, that the scholar, beginning with the books, soon reaches out beyond the scope of his books—they were merely his starting point. That is why we must teach our young readers to look through and beyond the printed page, read between the lines, and not consider the book (and the reading thereof) the end or goal.

The English teacher's hope is expressed effectively by Reed Smith: "While watching the graduates receive their diplomas at commencement, we English teachers say to ourselves: 'We hope and pray on commencement day that the boys and girls who have sat with us four or five hours each week for four years in the study of the richest language and literature the world affords will voluntarily read a few more good books before they die.'" Smith quotes Carlyle as saying, "All that the university or final highest school can do for us is to teach us to read." The rest, of course, is in the hands of the individual student. I think we will all agree that it is best to instill in the student good taste, if possible. But it is better to get the student to read "any" book at first than to see that he reads none at all. We may then concern ourselves with getting him to read the "better books." Of course, we should deal with the most difficult books in the classroom, leaving the easier, lighter ones for outside reading.

Some schools use a point system of rating books. Each book is assigned a value of a certain number of points, and the department requires that a certain number of points be read by the end of the semester (usually from twenty or ten downward). One teacher I know gives a student extra points as part of the final grade appearing on his report card, allowing one (or sometimes two) points per book the student reads above and beyond the required four. It is, of course, debatable whether the student acquires greater benefit from such apparently superficial though widespread and broad-scoped reading than he would derive from more careful and analytical reading of three or four books per

term. Yet students have been known to read as many as forty books in one semester under this system with this teacher, and, what is more, *they like it!* The aforementioned teacher requires a brief report for each book read.

Smith, on the other hand, suggests (and perhaps wisely so, for the prospect of making written reports usually frightens the student away from books) that the teacher make no formal test for supplementary reading, but require a bi-weekly or monthly statement (in writing) "as to what has been read and how much time was spent upon it." Tests, as we all know, turn reading into a task, and pupils may consequently lose their enthusiasm for reading. The difference between reading with a report in mind and reading for enjoyment or interest and then *wanting* to tell the class about it is like the difference between "a pump and a spring." There are many interesting and useful ways of testing supplementary reading. Here are a few most commonly used:

1. Personal conferences at stated intervals between teacher and pupils
2. Oral reports before the class as a part of the regular course in oral composition
3. Written questions on the content of the book, varying usually in number between two and ten according to the type of question and the kind of book
4. Printed book report blanks, to be filled out by the student
5. Written themes on each book as read.

Smith feels that the "conference between teacher and pupil is easily the most attractive and fruitful way of conducting outside reading. . . ."

DEVELOPING READING TECHNIQUES. What about the technical side of reading? Paul Klapper tells us that the eye does not move across each line from left to right uniformly and then back again to the next line, but moves across the line in a "series of approximately rhythmic sweeps and pauses. . . ." Of course, the better reader pauses less often. We read not "by joining letters in phonic succession, but rather by recognizing units as large, at least, as whole words." Naturally, reading is a fatiguing process



for the child. "*The average person (adult) reads an ordinary page in two or three minutes.*" Here is an "*unmistakable and unvariable law*"—"as the type decreases in size optic fatigue increases." It is always better to have larger type. It is perhaps significant, too, that we often get the meaning of a sentence before the eye has formed an image of the end of it. The greater the sweep (of the eye) the larger the unit of thought acquired. It is better, then, to have a larger sweep and fewer fixations. The teacher should, therefore, begin teaching reading with words or larger units, not with sounds, letters, or phonograms. The reading should begin as early as possible, as early as the pupil is ready for it—usually in his sixth year. That, of course, is the concern of the elementary school teacher. Further development makes for refinement of taste and ability "*to detect the finer shades of an author's meaning and feeling. . . .*"

There are, according to Patterson, two types of literary material: (1) imaginative literature and (2) factual subject matter. Factual subject matter is called "work-type" reading, and must be read for retention. As far as imaginative literature is concerned, the mechanics of reading should be taught in such a manner as "*not to kill appreciation.*" We can sustain the interest of the pupil by using such devices as, for example, extra volunteer assignments. Now, in teaching the children to read factual subject matter, we are interested primarily in the thought content; in imaginative literature, it is the emotional effect that is uppermost in our minds. Work-type reading, naturally, requires the use of textbooks, reference books, and maps. Patterson suggests that "upper-grade reading is a form of directed activity"; the teacher must direct and train the pupil in the use of these reference materials. To test such reading of the students, the teacher may ask "interpretative questions," which will require the student to think about his reading, and to synthesize thoughts and groups of thoughts. This concept of thinking independently is particularly important nowadays, when such ready-made media as television, radio, and movies are constantly encouraging us, adults as well as youngsters, to do less thinking for ourselves and to listen to others who have something to sell, be it merchandise, ideas, or candidates.

I had an illustrative experience myself, some years ago, when

teaching social studies to a fourth term high school class—an experience which I sincerely hope is atypical of our youth. I gave an "open-book" test to the class, and stated that the answers to the questions on the test could be found on pages 127 through 137 of the textbook. In a short while one bright youngster complained, "I can't find the answers on those pages you gave us." To that I replied, "Well, if you can't find the answers worded exactly as the questions are worded, then evidently the author expects you to do some thinking." I think the girl's answer to that needs no further comment: "But we come to school to learn, *not to think!*" (Italics mine).

Patterson re-emphasizes Stella Center's statement of useful and desirable techniques or abilities in reading:

1. Ready recognition of words
2. Getting essential meanings
3. Forming judgments
4. Following directions
5. Outlining the author's thought.

The Committee on Reading, of the National Society for the Study of Education, in its report on *The Teaching of Reading*, holds that, to aid the purpose of voluntary reading and give encouragement to the pupils for this important phase of education and life, the following circumstances should exist:

1. Abundant materials of a wide variety and range in difficulty
2. Extensive opportunity throughout the school program for pupils to report or to use the results of their individual reading (this encourages more reading)
3. Easy access to books, freedom to examine and choose, and time for browsing (these conditions provide the stimulation necessary for some readers)
4. Frequent reference to books and recourse to books to illustrate difficult concepts, or to prove points, or to settle controversies (these will help to develop habits of reading)
5. Opportunities to hear good reading of a wide variety of types of materials (will open new doors for many readers).



Point number five can best be accomplished by the teacher's doing the reading before the class, and by utilization of disc and tape recordings.

I believe it is generally agreed that a "reasonable command of simple English sentences" is important to profitable reading. Also important is a "relatively wide speaking vocabulary." The pupil must be taught, incidentally, how to take notes effectively from reference material, how to think through what he has read, how to report clearly, and how to study efficiently. This latter technique, it should be pointed out to the student, is of the utmost importance to his later work, be it in college, in business, or in some profession, for everywhere he will be met with the necessity of getting information from books, magazines, newspapers, reports, and periodicals.

RETURN TO CULTURE. It is, I sincerely believe, our duty as teachers to effect a "return to culture" and to a development, as Dr. Pusey of Harvard University has stated recently, of a better understanding and appreciation of the "finer things in life," in contrast to accepting lower standards in these areas as has been done in the last decade of our history. Because English is a "tool" subject, this task has become a primary domain of the English teacher. Let us go forward.

#### ANNOUNCEMENT FOR FRENCH TEACHERS

Teachers of French may obtain from the French Embassy the *Bloc Pédagogique*, an exhibit of textbooks and phonograph records designed for the teaching of French as a foreign language. The exhibit consists of 25 books and 9 records. Included in the recordings is a scene from *Knock* with Louis Jouvet, five fables of La Fontaine, a reading by Pierre Fresnay of Victor Hugo's "La Mort de Balzac," and the troupe of the Comédie Française in Molière's *Misanthrope*. There is no charge for the exhibit except transportation for a shipping weight of approximately fifty pounds. Write: Ambassade de France, 972 Fifth Avenue, New York 21, N. Y.

## The Case Against Grammar

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It is conceded on good authority that teachers throughout the country spend more time teaching grammar than they spend teaching any other subject in the curriculum. Yet this emphasis has not produced favorable results, judging from the student's inadequate understanding of grammatical terminology and his merciless butchering of the native language in oral and written discourse. Nevertheless, there are countless teachers, professors of the English language, curriculum experts, and others who continue to insist upon the indispensability of learning grammar as a *practical tool*. They further intimate that if grammar does not function as an effective agent of communication, it is simply because it is not correctly or functionally taught.

Let's face the truth! Grammar is a white elephant, and its charmed and exalted position in the curriculum today is traceable to a vicious inbreeding of misconception, distortion, and ignorance.

We must not allow ourselves to be duped into a categorical acceptance of such a quack medicine regardless of the name in which it masquerades.

The primary aim of this article is to explode some of the false notions about grammar. Secondly the article challenges the premise that the grammatical approach is the best approach to language proficiency.

CREATING A GRAMMATICAL DUSTBOWL. The practical, public-minded, seventeenth century New Englander felt a strong need for an authoritative codification of rules of thumb governing correct speaking. His conservatism led him to wish for a lasting safeguard, even a bulwark, against the future contamination of his language by native and foreign elements. A rigid series of *ex cathedra* pronouncements on grammar was consequently deemed necessary. In view of the fact that Latin was taught without exception in the schools, the grammatical lore that found its way into the grammatical compendia was closely tailored along Latinized lines. It had never occurred to the compilers of this dustbowl



of information that English was a language whose grammatical structure bore less resemblance to Latin than it bore to Chinese.

Latin is a highly inflected language in which changes in meaning are expressed through corresponding changes in form.

e.g.—*puella bona*—a good girl  
*puellae bonae*—of a good girl  
*puellam bonam*—a good girl (as object)  
*puellae bonae*—to a good girl  
*puellā bonā*—from a good girl

There is an identical correlation between form and sense. In English the meaning of the sentence is determined by the logic of the interdependent thought connections. Thus, *the girl loves the man* (*puella hominem amat*) is quite different in meaning from *the man loves the girl* (*puellam homo amat*). In Latin the word order for these sentences may remain unchanged, but the difference in meaning is heralded by a formal change: *puella hominem amat* or *puellam homo amat*. It can easily be seen that in Latin the form of the word points to syntax, which in turn leads to meaning. Grammar is the open sesame to meaning. But in English the situation is reversed. Grammar is understood only after meaning has been discovered through context clues. (Newspaper headlines are an excellent illustration of this fact.)

In spite of the evident disparity between the structures of the two languages, the misguided grammarian transplanted a complex grammatical structure upon a virtually grammarless language, laying the groundwork for a series of useless rules. This imaginary grammar grew in time just like Pinocchio's nose as the rift between the real and the fabricated widened. The grammarian actually thought he was enriching English by infusing it with the culture of Latin structure. What he failed to realize was that our language in Anglo-Saxon times was as rich as Latin in inflection. But the culture was primitive—the people semi-barbaric.

**HOW TO MAKE ENGLISH A DEAD LANGUAGE.** By the seventeenth century English had lost most of its inflection and was none the worse for doing so. It was serviceable and malleable enough for great men to write some of the world's finest literature. This apparently didn't impress the grammar mortician, who

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continued to put English and Latin into the same coffin.

There is no necessity for a native American to learn his own language by means of case, gender, tense, or voice, when these items play such a small part in the construction of the sentence which he uses to express himself. The wonderful thing about our language is that it requires the right word in the right place to make sense: *I there am going movies the to* would not create any ambiguity or doubt if it were translated into Latin because the formal additions to the root words would signal meaning. In English, word order serves its own grammar. Nouns, adjectives, participles, and even verbs are for the most part structurally unaffected by changes in the meaning of the words to which they refer.

The fundamental rule "A verb must agree with its subject in person and number" is a must in Latin grammar. But it does not apply in English. In the forms *I love, he loves, you love, we love*, *I* is singular, while *we* is plural. But the verb is the same for both persons. *I love* and *he loves* are singular. Yet the verb form varies.

The strict application of this rule to the words "everyone" and "everybody," which are supposed to be governed by a singular verb, actually becomes absurd. For the elasticity of English makes it reluctant to accept such "grammatically pure" but cockeyed sentences as *Everybody should take off his rubbers when he enters the room* and *As soon as everyone is done, he may take out a library book*.

Latin rules of this sort which govern "agreement" are inapplicable in English since linguistic evolution has liberalized the requirements for the agreement of subject and predicate to conform to the logical and the psychological exigencies of the sentence.

The argument that students who learn to apply so-called functional grammatical rules will be able to use appropriate grammar in their writing and speaking reaches the point of sheer nonsense when you stop to consider that these rules are being subverted by the oral habits of the people. Not too long ago *It is me* was ruled out as correct English because the pronoun *me* was obviously not in the nominative case. Today the person who makes a fetish of saying *It is I* sounds as though he had been taking elocution lessons. Here is just one of the many examples of how the law of analogy has effaced grammatical conformity. To allow an inflexi-



ble rule controlling the objective and nominative "cases" to maintain sway over as unpredictable and as idiomatic a language as English is to ignore these facts: that language precedes grammar—that grammar is shaped by it—that grammar is changed by it. These facts are the nemeses of grammatical rules. They indicate why the tenure of the textbook generalization is bound to be unstable.

In Latin, prepositions were never found at the end of sentences because they were either synthesized in their component verbs or closely identified with them. The etymological meaning of *preposition* (a word placed before) perpetuated a fallacy in its application to the English sentence pattern. Placing a preposition at the end of a sentence may actually focus attention where it is most needed; e.g., *Spying against his own country is the worst use a man can be put to.* It may also be essential to the rhythmic pattern of the sentence; e.g., *What are you looking for?* The misconception concerning the position of the preposition was in large part encouraged by the classicist's indistinct dichotomy between rhetoric and grammar.

Another useless distinction procreated by the Latin-minded grammarian is the tabu against using the double negative. The double negative is used in German, French, Spanish, and Russian. It is a necessity in English—especially in the law courts. What is wrong with these sentences? *That he was not guilty, was not the point* or *I could not tell why he was not invited to the party.* Here is a triple negative which is not clumsy. *You couldn't have told me he wasn't coming if you hadn't been informed.*

Of course we know that splitting an infinitive in the right place at the right time is extremely valuable for clarity and emphasis. To the Latin classicist this was not even a moot question.

**EXPERIMENT.** The author has discovered through experimentation that even the intellectually elite boys and girls in a Special Progress Class had difficulty in scoring over 60% on a grammatical comprehension test covering the recognition of parts of speech on the basis of how they functioned in a particular sentence. Prior to the examination several weeks of intensive teaching had been devoted to the problem of determining how the parts of speech functioned in sentences which the students themselves had written.

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Copious illustrations from other sources were also used. When the errors were tabulated, it was discovered that the most widespread error was the failure to distinguish between verbs and adjectives. Runner-up for second place was the difficulty in distinguishing between nouns and verbs. Such sentences as the following, with the trouble areas underlined, were typical pitfalls.

The skin is *scorched*.

The sun *scorched* my skin.

The *scorched* skin was exposed to the sun.

He *hit* a home run.

John's *hit* enabled him to *run* home.

*Swimming* is my favorite sport.

Do you like to go *swimming*?

He is a *swimming* fan.

This simple experiment need not have been carried out, for it was certain in the author's mind that the results would turn out as they did. This author does not share the view expressed by a prominent authority on the language arts that the efficacy of a particular method of teaching or its superiority to another method must rest upon the bedrock of controlled experimental evidence. It is the author's conviction that teaching English is not a science, the results of which must be determined through statistics. On the contrary, it is an art in which experience, instinct, language consciousness, and common sense play a major part. It is this philosophy which "The Case Against Grammar" rests upon.

**THE PARTS OF SPEECH CLASSIFICATION.** Classifying the parts of speech on a functional basis could easily have been done by these bright boys and girls if only *their* being classified depended upon a logical and standard codification. Unfortunately this is not possible since the classification, which is based upon Latin grammar and consequently applicable to its structure, becomes thoroughly unsystematic when it is adapted to a highly idiomatic language such as English.

In Latin it is practically impossible for one to confuse a verb with an adjective or a noun with a verb, even if one does not understand the meaning of the sentence, because inflection of the root of a particular word indicates its grammar. In contradistinction-



tion, an intelligent student of English not being able to depend confidently upon such a mechanical clue as form, must depend upon word order and context. He is forced to make a grammatical judgment based upon a functional interpretation of the "functional" part of speech. When a function is described in terms of another function, which is constantly shifting, instability, inaccuracy, and confusion result. The exact definition of a function invariably leads to a forced interpretation and to reinterpretation through translation. Moreover, the functional-parts-of-speech system often places an unreasonable burden upon one word as performing a function for an important clause. Furthermore, words performing the same function are called by different names. Here are two examples:

*The man's face became red.*

*The man's face reddened.*

"Red" serves the same purpose as the verb "reddened." Both predicate what happened to the man's face. Yet one is an adjective; the other is a verb. It is quite obvious from these examples that even where the English language does contain a formal (inflectional) distinction as between *red* and *reddened*, that distinction is in itself non-functional since the inflected part of speech adds nothing to its meaning. Here inflection means variety, but it amounts to nothing more than a trick to turn an adjective into a verb or, as in the sentence *The red came into his face*, an adjective into a noun. It is interesting to note in this connection that a study of historical grammar reveals that many nouns, adjectives, and verbs are but formalized specializations descended from identical bases. This information helps to explain the functional overlapping of parts of speech.

At this point one of the students who was a guinea pig for my little experiment might say, "Well, what on earth is the sense of knowing whether a word is an adjective or a verb when both may be performing the same job? Are we supposed to acquire an intelligent understanding of the structure of our language by using such an unscientific method of pigeonholing parts of speech? Suppose we do say that this is a verb, and that is an adjective. What does that tell us about what they actually stand for or what change is taking place in the development of good thinking?"

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Do you expect me to be able to learn grammar more easily in this way? If you do, then you probably think I could learn to toe-dance by measuring the length and width of my ten toes."

In a dead, inflected language such as Latin, a classification based upon the parts of speech is sensible and almost foolproof. But in a living analytical language such as English where idiom overrides conventional word patterns and their functions—where the laws of analogy, abstraction, and generalization wreak havoc upon traditional rules—where the spoken language serves as a guide to the written language—where metaphorical, psychological, and emotional language habits of the people create new ways of looking at the same word—where vocal inflection and word stress strongly affect word meanings and their grammatical considerations—the parts of speech classification becomes too vague and intractable to be of any real value.

The parts of speech idea is psychologically defective because it has no foundation in the mind itself. And for this reason it is unsound pedagogically. Telling a student that a verb is a word which makes an assertion about a noun or saying that an adjective makes the assertion of the action more specific or exact by modifying the noun is to give him the impression that a sentence is an accretion of subject (noun) + action or assertion (verb) + modifier (adjective or adverb). This "whole is the sum of its parts" idea may be true in mathematics, but it is not an accurate description of how the mind forms sentences. The unity of a sentence inheres in the original thought itself which of course is antecedent to its conscious verbalization. The sentence is consequently not a synthetic composite of words which make the thought. But it is merely the conscious analysis of the original concept. This is a very important point—for it enables us to see that defining parts of speech in terms of what purpose they accomplish in developing the thought of a sentence is erroneous.

In the sentence *Dizzy Hal loved Sal intensely*, Hal is the subject of the sentence while Sal is the object (of his affection). Now in the actual nature of things the object of the verb is Hal since he has succumbed to Sal's charms. Although the adjective *dizzy* explains Hal's personality and the adverb *intensely* strengthens the love, the truth of the matter is that *intensely* must be appraised in the light of "dizzy Hal" to evaluate his love.



*Sal was loved intensely by dizzy Hal.*

In this sentence, which contains the same idea, Hal is grammatically the object of an unromantic preposition, whereas Sal becomes the grammatical subject. Notice, by the way, the folly of calling "was loved" a passive construction. Sally wouldn't think so.

Examples of this sort explain why students are easily confused when they are asked to differentiate between subjects and objects.

**HOW NOT TO LEARN A LANGUAGE.** The grammatical approach has set up a roadblock to intelligent thinking by insisting that we use a method of attack which is alien to linguistic and psychological truth, common sense, and good judgment. As long as grammar continues to be used in so unscientific and unreasonable a way, this teacher believes that it has forfeited its place in the curriculum.

The mind of a young student is more inclined to respond to the concrete—the familiar. To him language is a tool to describe his own thoughts. He doesn't care about the theory of language, but he does care that his ideas will not be misunderstood. Asking him to think in terms of nouns, verbs, and adjectives prevents him from enjoying the intimacy of the things words stand for by depersonalizing and formalizing them in much the same way that the scientist's *felis leo*, *canis familiaris*, *equus caballus*, and *narcissus-pseudo narcissus* would prevent us from forming a picture of the lion, dog, horse, or daffodil in the life.

The average student's bent of mind is not analytical. When he speaks about baseball players, he is interested in facts. That Enos Slaughter was traded to the New York Yankees interests him. That *New York Yankees* is a noun, or a verb, or a turtle does not change the "fact" that the Cardinals have lost a good man.

Strange as it may seem the best indication of the value of knowing grammar\* is that without it we would not only be unable to comprehend verbal symbols, but we would also be unable to speak sensibly.

Before a child has started kindergarten, he has learned to speak

\* This grammar, which is the natural grammar of English, is not to be confused with theoretically systematized grammar, against which this article is directed.

## THE CASE AGAINST GRAMMAR

and think in grammatical sentences. He has learned to do this by consciously and unconsciously imitating the word order of his parents. His ears are particularly sensitive to changes in intonation, stress, feeling, and pitch, all of which affect the grammar of the sentence. Learning grammar proceeds therefore according to a natural, logical, and psychological pattern without self-consciousness or undue anxiety on his part.

When the child has reached the sixth grade or thereabouts, he is introduced for the first time (so many teachers seem to think) to grammar, as though he were a foreigner about to learn a new language. Till his college days, if he gets that far, he is made to feel that he has a long journey before he reaches grammatical perfection. But during this journey, he may be so jolted by various teachers' criticism of his grammar that he may develop a feeling of self-conscious embarrassment or a "fear grammar" complex. Oscar Wilde's quip "George Moore was an excellent writer until he discovered grammar" is tragically applicable to the experience of many students at all school levels.

There is obviously something radically wrong with the grammatical approach in learning a language in view of the following observations: (1) Young European boys and girls of average intelligence who live in communities where three or four languages are spoken have little trouble in learning to speak these languages fluently in a relatively short time without the use of grammar. (2) American children under fourteen who make frequent use of dependent and independent clauses, gerunds and gerundives, retained objects, subjective complements, and subjunctives in their speaking are seldom able to distinguish with consistency the difference between verbs and adjectives. (3) Many intelligent college students fail to learn how to speak French fluently after having studied the language for years through its grammar. But students of the same caliber, after remaining in Paris for two years, pick up the language without the benefit of grammar. (4) Paradoxically a child of seven whose mental equipment is supposedly undeveloped will, without the use of any of the educational crutches of learning (teachers, books, grammar), pick up a language from scratch faster than most educated grownups. (5) Some great writers, such as Shakespeare, Marlowe, and Milton, never studied grammar. Quite a number of writers did,



but few became masters of their language. Many were conspicuously bad.

The explanations behind these observations are simple enough. Language is after all a form of behavior learned mostly through conscious and unconscious imitation—speaking, listening, reading, writing. The spoken language is paramount over the conventional written language. It is the guide to language structure, and it is quickly mastered through practice because it is helped along by what has shaped it, namely word order, idiom, intonation, stress, pitch, inflection, emotional toning, and gesture. Those who study a language through its grammar, functional or formal, are working with second-hand materials—the written word and old-fashioned Latinized rules—which are at variance with the structure of English. Language learning is intellectualized. The mind must grasp its structure through the medium of half-baked abstractions. This sort of learning is difficult to absorb because most of it does not take place at the sub-conscious level of understanding. Furthermore it is difficult because the auditory aids described above are lacking and therefore unable to enhance and reinforce the learning situation. It is no wonder that the grammatical approach has miserably failed to help students learn their language. *This approach does not proceed in harmony with the student's mental and linguistic development.*

WHY STUDY GRAMMAR? Why should our students study grammar? Certainly not to learn their own language. For they must have a practical mastery of it before they can even understand textbook grammar. Should they learn it in order to be able to write more intelligently? Absolutely not. Grammar is not equivalent to logic. Its rules are in the main fortuitous. Without a good mind to form a clear sentence all the grammar in the world is useless. Should it be used by our students as a guide for correct speech? Of course not! Because the material for this is to be found only by studying *contemporary* speech. Will our students become imbued with the truth about the structure of their own language? Not as long as our grammar books are the spurious offspring of Latin-derived rules. Does the study of grammar inspire our boys and girls with confidence in their use of language? How can it when the material itself cannot be accurately defined? Or when

## THE CASE AGAINST GRAMMAR

it so often plagues them in the form of red notations on their composition papers. Those students who know how to speak their language fairly well are made to feel like the centipede who, when asked by the scientist how it walked, became so immersed in thinking about the problem that it actually fell into the ditch.

There are many who believe that if the student is to be helped to acquire a forceful style, he must be shown how to think in terms of the magic of grammatical terminology: relative pronoun, coordinating conjunction, subjunctive, complement, transitive verb, adjectival phrase, etc. Such a method may be all right for an intensely reflective user of the language. But to most people it is confusing. When you write a sentence with which you are dissatisfied and cast about in your mind for a more apt way of saying it, you do not (even if you know grammatical terminology) tell yourself that you must use an adverb to modify a verb or a relative pronoun as the subject of a clause, but you simply feel the difference subconsciously or perhaps even in the light of conscious reasoning; then in accordance with your instinct and judgment, which even the intelligent use of grammatical terms must depend upon, you choose the right words and put them into their proper place.\*

Those who advocate teaching grammar as a tool for unraveling the complexities of a winding sentence structure seem to forget that in English before one can call a particular word the subject of a verb or the object of a preposition, one must understand the meaning of the line. In Latin this would not be essential since grammar and sense are conterminous.

There are many today who argue that grammar is important to decipher the abstruse sentence patterns of some of the modern poets. The fact that most of these poets have deliberately attempted to free themselves from the necessity of thinking in terms of conventional grammatical constructions because they believe them to be psychologically and metaphysically inaccurate, does not seem to make an impression upon the minds of the grammar fanatics.

It is postulated by almost all writers of grammar books that if we learn grammar, we will be able to use punctuation accurately.

\* College professors admit quite frankly that many of their students don't seem to respond to a grammatical explanation of their errors. They do, however, respond to the "feel-thought" approach.



Thus in the sentence *I did not come, for Sally was sick*, "for" is classified as a coordinating conjunction with the note: "If the clauses 'for' joins are independent, then 'for' coordinates." But how is one to know whether the clauses are independent unless "for" coordinates? Such topsy-turvy thinking is to be expected when the grammatical approach is used.

Wouldn't it have been simpler to say that when "for" means *because*, a comma is placed before it to prevent its being misread?

Punctuation can be justified by rules. But if everything that one writes must be punctuated to the letter of the law, then stiff and irritable prose is the result.

Punctuation is not mechanical (except in a few important cases where apostrophes, capital letters, and quotation marks are required). But grammar makes it so through a process of circular reasoning. For example: "The restrictive adjective clause names some essential point or characteristic; it has no commas. The non-restrictive adjective clause throws in an added fact for an extra touch; it is set off by commas."

Punctuation is organically dependent upon the thought which employs it and is consequently just as much an aid to clarity as it is a check upon badly or illogically constructed sentences. Thus no rules governing the punctuation of restrictive and non-restrictive clauses need concern us when the fear of being misunderstood leads us to write *The girls, who were unmarried, enjoyed the Bermuda cruise* instead of *The girls who were unmarried enjoyed the Bermuda cruise*.

LET THE AX FALL. The value of grammar has been blown up out of all proportion to its real effectiveness. In part, this distortion is snowballed by the "bread and butter" boys whose income from writing school grammars helps pay for next week's grocery bills. In part, it is the result of an educational impasse created by the impractical, uninformed, or dogmatic curriculum planner. Whatever the reason, our boys and girls are entitled to a practical, realistic learning program. They should not be short-changed.

Grammar is not the goose that laid the golden egg. It has produced many a "clinker." Let's recognize that fact and act accordingly.

## A Lesson in Democracy MARGUERITE CARTWRIGHT\*

As a teacher of educational methods in the field of social studies, I am called upon to get across certain eternal truths vital to living in today's world. One of the most difficult to communicate through teaching is the democratic concept. However, it is also the most fundamental. How can we most successfully provide an understanding of the true democratic ethic, create a lasting and all-consuming devotion to it, and an unswerving loyalty to the things for which it stands? Assuredly it must be understood, furthered—and most important of all—utilized.

Today we dare not allow social studies to consist of social information only. The school has a most vital role in broadening and clarifying social vision. Moreover, so important has become the social aim, that it can no longer be confined solely within the covers of the social studies book, or the classroom. Rather, it must reach out of the school into the community and into the world.

SEEING DEMOCRACY AT WORK. Recently the well-publicized story of the New Rochelle high school principal, who invited students from the South "to see democracy work," provided an example of sound teaching technique in this more difficult area.

Willis Thomson, the high school principal, is apparently a man of a firm and forthright conviction that democracy can best be taught by living demonstration. To his young Southern guests he was quoted in the press as saying: "Tell us what you like or dislike here. . . . I want you to observe what you see and make up your own minds. Whether you agree or disagree with us, you are seeing how other people live. . . . In this school a student is accepted for what he does and what he is in school."

Then, to the press and television cameras, he said simply: "We are not going to use propaganda to these young people in any way. We just hope they'll see for themselves that integration can work and that they'll carry back to their schools a message of harmony and peace."

\* Pract



How the visit came about was reported to the Herald Tribune Forum, and here we have a magnificent example of teaching democracy, making use of the soundest principles and techniques.

We are told that it all started from a discussion, in their human relations class. It was a lesson on inter-racial amity. But we get the story with its fullest values in the words of the student government president—one Douglass:

*"In the last few weeks we had all been reading about white students demonstrating against going to school with Negroes," he began. (Then the suggestion was made that perhaps they should write a letter to one of the schools having trouble.) Whereupon, Douglass observed: "Well, isn't it pretty hard to get across in a letter the things we would like to show them? Wouldn't it be better if a few students from these schools could come up here to New Rochelle and see for themselves?" (The teacher allowed that it might.)*

Douglass continued: *"Then the whole class started talking about it. Everybody approved and added ideas. The next thing we knew, it was presented to the whole school assembly. There was an ovation from our student body when they were asked if they like the idea. We sent two letters of invitation, one from me and one from the principal. We knew we had to get going right away. My letter said that exchange of ideas had always helped us, and we would like to feel that we might also help others by sharing our daily school experience with them. I said we knew we would gain from a visit of some of their students, and we hoped they would get something from a visit with us. . . ."*

*"I haven't gotten very much sleep since then. We have been in the principal's office so much that they ought to put our name plates on a couple of the chairs. Two of us typed the notes to sixty homeroom teachers, asking them to collect money for travel expenses. Several clubs and organizations volunteered to contribute. The only thing that worries us is whether the publicity we never expected will detract from the simplicity of our idea. . . ."*

**LEARNING BY DOING.** Here you have teaching democracy at the grass roots. Quite independent of, and apart from, the original issue of desegregation is the lesson afforded in cooperation, citizenship, responsibility, social insight, and countless other values.

The consensus was that the effect on the young Southern visitors was inconclusive—but there was no uncertainty about the democratic and other values inherent in this experience for the original participants and initiators.

### THOUGHT FOR A CITY SCHOOL

... Coolness and absence of heat and haste indicate fine qualities. A gentleman makes no noise: a lady is serene. Proportionate is our disgust at those invaders who fill a studious house with blast and running, to secure some paltry convenience.

—Emerson, *Essay on Manners*

### GEMS FROM AN EXAM

1. He invented a microbe.
2. Koch showed great determination. He wanted to become a microbe. And he did.
3. That way he had many failures and misshopes.
4. He began experiments on crystals and giving birth to children.
5. He found out that one microbe caused human coelar.
6. She heard hoofbeats in the distance, but they were not those of her lover.

### THE INFINITE POSSIBILITIES OF MOTIVATION

... several years ago in a nationally read magazine there appeared an illustration of dramatic teaching. The class was one in English composition and the lesson was on the writing of short stories. The teacher (a woman) was standing in front of the class when suddenly into the classroom burst a man who rushed up to the teacher and kissed her. After the kiss, the man left the room and the teacher turned to the class saying, "There is the end of the story; now you write the first part."

—James T. Blanford, in "Humanizing the Teacher," published in *The Balance Sheet*



## Films of Special Interest

(Exceptional motion pictures reviewed for teachers by the film chairman of the School and Theatre Committee, N.Y.C. Association of Teachers of English. For further particulars consult your S.T.C. representative.)

## BOOKS ON THE MOTION PICTURE

There is a cartoon reprinted in *Motion Pictures*, Samuel Beck-off's text in the Oxford Communication-Arts series, which never fails to amuse Lincoln's movie students. It shows a pair of teenagers at the movies. The girl is leaning far out into the aisle to read a book which she has placed on the floor under the seat-light, and the boy is explaining to the astonished usher, "She says the book is better than the movie."

This month the books are much better than the movies. In any month the youngsters of English 571M (for Movies) and 671F (for Films) prefer *The Good Earth* and *A Tale of Two Cities* and *Macbeth* to the films which have been made from them—a fact which will surprise hardly anybody—and even say they would rather read a first-rate book *about* the movies than see a couple of real clinkers. Many report that Theodore Huff's scene-by-scene description of *City Lights* and *Modern Times* and *The Great Dictator* in his book about Chaplin made them laugh louder than most film comedies they have actually seen; that Lillian Ross's day-by-day record of John Huston's production of *The Red Badge of Courage* in her book *Picture* was more absorbing than many cliff-hangers they have paid to watch.

So have I heard, and do in part believe it. At any rate, here is a list of books read and favorably reviewed over the years by the Lincoln film classes. More than fifty are now in the collection of the school library, which is enriched at the end of every term by a traditional gift from the out-going movie students. "Do you think the day will ever come," one of them asked wistfully, "when the school library will have so many film books that you won't send us to the Grand Army Plaza branch or the 58th Street branch or the Film Library at the Museum of Modern Art?" We answered, giving it some thought, "No."

## FILMS

Books students have liked best are marked \* in the list which follows; those they have found very advanced, although rewarding, are marked †.

### A. History and Biography

Allister, Ray. Friese-Greene: close-up of an inventor.

Arliss, George. My ten years in the studios.

Balcon, Michael (ed.). Twenty years of British film, 1925-1945.

†Bardeche and Brasillach. The history of motion pictures.

\*Barker, Felix. The Oliviers.

Barry, Iris. D. W. Griffith, American film master.

Barrymore, Lionel. We Barrymores.

Cooke, Alistair. Douglas Fairbanks: the making of a screen character.

Crichton, Kyle. The Marx brothers.

Fowler, Gene. Father Goose, the story of Mack Sennett.

\*Griffith, Richard. The world of Robert Flaherty.

Hampton, Benjamin B. A history of the movies.

\*Huff, Theodore. Charlie Chaplin.

\*Jacobs, Lewis. The rise of the American film: a critical history.

Lanchester, Elsa. Charles Laughton and I.

\*Mayer, Arthur. Merely colossal.

\*Morris, Lloyd. Not so long ago.

†Payne, Robert. The great god Pan.

Quigley, Martin Jr. Magic shadows.

Ramsaye, Terry. A million and one nights.

Rotha, Paul and Griffith, Richard. The film till now.

\*Rotha, Paul and Manvell, Roger. Movie parade, 1888-1949; a pictorial survey of world cinema.

Sennett, Mack. King of comedy.

\*Taylor, Deems and others. A pictorial history of the movies.

Taylor, Robert L. W. C. Fields: his follies and fortunes.

Thrasher, Frederic (ed.). Okay for sound: how the movies learned to talk.

Tyler, Parker. Chaplin, last of the clowns.

Vidor, King. A tree is a tree.



B. *Art and Criticism of the Motion Picture*

- †Balasz, Bela. Theory of the film.
- †Benoit-Levy, Jean. The art of the motion picture.
- Buchanan, Andrew. Going to the cinema.
- Cooke, Alistair. Garbo and the night watchmen.
- \*Dale, Edgar. How to appreciate motion pictures.
- †Eisenstein, Sergei. The film sense.
- †Feldman, Joseph and Harry. Dynamics of the film.
- \*Gassner, John and Nichols, Dudley. Twenty best film plays.
- Jarratt, Vernon. The Italian cinema.
- Lejeune, C. A. Chestnuts in her lap.
- \*Lindgren, Ernest. The art of the film: an introduction to film appreciation.
- Manvell, Roger. Film.
- Manvell, Roger. A seat at the cinema.
- \*Maugham, Somerset and Sheriff, R. C. Quartet: stories and screenplays.
- Nicoll, Allardyce. Film and theatre.
- Noble, Lorraine. Four star scripts.
- †Pudovkin, V. I. Film technique and film acting.
- \*Rand, Helen and Lewis, Richard. Film and school: a handbook in motion picture evaluation.
- Robson, E. W. and M. M. The film answers back.
- †Schmidt, Schmalenbach and Bachlin. The film: its economic, social and artistic problems.
- Seldes, Gilbert. The movies come from America.
- Van Doren, Mark. The private reader.
- \*Wollenberg, H. H. Anatomy of the film: an illustrated guide to film appreciation.

C. *Techniques of Film Production*

- Albertson, Lillian. Motion picture acting.
- ACL movie book; a guide to making better movies.
- \*Pendick, Jeanne. Making the movies.
- Brodbeck, E. E. Handbook of basic motion picture techniques.
- Brunel, Adrian. Film script.
- Buchanan, Andrew. Film making from script to screen.
- \*Child, Eleanor and Finch, Hardy. Producing school movies.

FILMS

- Cocteau, Jean. Diary of a film.
- Craig, E. A. Designing for moving pictures.
- Feild, Robert D. The art of Walt Disney.
- \*Field, Alice E. Hollywood, U.S.A., from script to screen.
- \*Field, Mary and Miller, Maud. The boys' and girls' film book.
- Gale, Arthur L. and others. Make your own movies.
- Hoadley, Ray. How they make a motion picture.
- \*Kiesling, Barrett C. Talking pictures: how they are made, how to appreciate them.
- Naumberg, Nancy (ed.). We make the movies.
- Pryor, W. C. and H. S. Let's go to the movies.
- \*Schary, Dore. Case history of a movie.
- †Spottiswoode, Raymond. Film and its technique.
- \*Strasser, Alex. Amateur movies and how to make them.
- Vale, Eugene. The technique of screenplay writing.

D. *Motion Pictures and Society*

- Charters, W. W. Motion pictures and youth: a summary.
- Emst, Morris L. The first freedom.
- Forman, Henry J. Our movie-made children.
- Harley, John E. World-wide influences of the cinema.
- Inglis, Ruth A. Freedom of the movies.
- †Mayer, J. P. Sociology of film.
- Moley, Raymond. The Hays office.
- Noble, Peter. The Negro in films.
- †Powdermaker, Hortense. The dream factory.
- \*Rosten, Leo. Hollywood: the movie colony, the movie makers.
- \*Seldes, Gilbert. The great audience.
- Thorp, Margaret Farrand. America at the movies.
- UNESCO. The film industry in six European countries.

RUTH M. GOLDSTEIN

Abraham Lincoln High School



## Education in the News

*Each of us limitless—each of us with  
his or her right upon the earth.*

—WALT WHITMAN,  
"Salut au Monde"

One of the regrettable aspects of contemporary tests and measurements is our ability to measure only positive outcomes. We cannot measure—yet—the unknowable, man's potential of achievement. We can only surmise, feel uneasy in an intuitive sense, but we cannot measure educational loss, because loss is non-objective; it is nothingness, and thus cannot be measured except against an existing yardstick. Measurement is hopeless against what might have been *if*, or what could have been *if* . . .

Authority and government have always accepted, with a sigh perhaps, the almost necessary "balance of nature" in which a certain portion of the population is doomed to poverty, disease, pestilence, amorality, unemployment, and vices of all kinds. To preserve the sanctity of law and order we provide houses of incarceration and agencies of charity to ameliorate a condition in which this deviational spillover is "controlled."

The principle of preventing *further* mayhem, et al., is satisfied by removing from society those who have committed, or are likely to commit, acts against society. For the poor and the destitute, one form or another of the dole has been instituted.

Needless to say, these "services" have not been quite enough even in "normal" times. With violence and mental illness on the rise, and with millions of dollars more being spent, we have come to a point where even the anti-social "balance of nature" is being undermined.

Sociologists have been declaring for years that if we spent on *real* prevention a tithe of what we now spend on jails, we could look forward to salvaging incalculable human resources, to the ultimate benefit of individuals and society.

We are agreed, in theory, that if we had smaller classes, preventive personnel, more and better-trained teachers, and *if we began early enough*, we could reap a harvest in human resources that would one day empty our jails and mental hospitals, and give to

## EDUCATION IN THE NEWS

society a bonus in human treasure that would redound to the benefit of all mankind. And it would cost less!

We need vision to try this as an experiment for ten or twenty years. It would be costly at the outset because the new program would parallel the old. As in all cases of defense the money can be found; this is a program of *national defense* and the money can and *must* be found.

One of the most obvious places to start is in the schools. From the kindergarten upward we need the best teachers we can get; we need teachers of personality and intelligence; we need teachers who are trained and devoted; we need *teachers who can support and educate their own children while serving others*. We need teachers who are economically secure so that they can give their best energies to children. Is this now the case? It is not. Can we measure the educational loss to the nation as a consequence of school service which is less than satisfactory? We cannot with our present instruments, but we know that untapped reservoirs exist; we know also that crowding already overcrowded jails, youth houses, and mental institutions is demoralizing.

Following is an essay by Lester W. Ristow, from the March, 1954, issue of *Phi Delta Kappan*. It is entitled "Fable of the Meadow Larks." Maybe we need an Aesop, or at least a McGuffey, using a moral as a rapier, to pierce the thick hide of conscience. Maybe, if we employ the Law of Drill long enough, this utterly simple idea will be taught and learned effectively.

*Once upon a time the people of a town decided that it would add greatly to the beauty and pleasure of their lives if there were a great many meadow larks living in their midst. Besides the cheerful songs to delight both young and old, there would be the happy, busy fluttering of wings and the flashing of brilliant yellow breasts—a very ecstasy of beauty to enchant the visitor and gratify the native.*

*Having thus decided upon a means of adorning their village, the people elected a Board of Beautification to take the proper measures to induce the meadow larks to come, and to provide adequate facilities for them. After long and sagacious deliberation the Board of Beautifica-*



tion submitted a plan to the people. They would set up hundreds of neat, attractive little bird houses for the meadow larks and they would provide nutritious bread crumbs for them to eat.

By means of a tax-rate increase and a bond issue sufficient funds were raised to pay for the construction of the attractive little bird houses with enough left over to provide a meager ration of crumbs. When all this was done, the people waited in happy anticipation for the coming of the meadow larks, but very few meadow larks came and those who did come stayed only a brief time.

For a while the meadow larks found it interesting to flutter about prettily and to sing gaily for these townspeople who were so appreciative. The meadow larks felt proud and important when the people praised their performances in glowing terms, and the attractive little bird houses did offer security—but who could live on crumbs?

After a time the people began to look at the attractive little bird houses in wondering disappointment and to question each other about why there were no meadow larks therein. The Board of Beautification deliberated again and presented the people with an answer—there was a serious shortage of meadow larks! The people became so concerned that nearly every club, lodge, association, and organization of whatever kind appointed a committee to work upon the problem of the meadow lark shortage. The committees all agreed that the solution to the problem was to produce more meadow larks. Committees were appointed to gather all the meadow lark eggs they could find and to hatch them by the most rapid and scientific means. However, the ungrateful meadow larks would not stay in the attractive little bird houses. They preferred to go out into the fields and eat fat worms.

Perceiving this, the people voted higher taxes which made possible a small increase in the quantity of crumbs, but the meadow larks still would not stay in the attractive little bird houses. Finally, the meadow lark shortage be-

came so acute that it was necessary for the Board of Beautification to permit sparrows, and swallows, and even a few crows to substitute for the meadow larks on an emergency basis.

Everyone knew that these substitutes could not sing and their breasts were not yellow—in short, they were not meadow larks. But at least the attractive little bird houses were occupied, and in the meantime the people worked hard on the problem of the meadow lark shortage. Every means was tried to produce more and more meadow larks in order to overcome the shortage, but no matter how many meadow larks were produced, few of them ever remained to live in the attractive little bird houses—it was so easy to find plenty of fat worms out in the fields. And so the meadow lark shortage continued.

JACOB A. ORNSTEIN

J.H.S. 127, Queens

#### WHO? US?

*Note from a happier day*

This is summer, unmistakably. One can always tell when one sees school teachers hanging about the streets idly, looking like cannibals during a shortage of missionaries.—Samuel Marchbanks

Contributed by A. N. Slotkin

Boys who never listened to a Latin lesson in their lives look back to the memory of their Latin teachers as the one great man that they have known. In the days when he taught them they had no other idea than to put mud in his ink or to place a bent pin upon his chair. Yet they say now that he was the greatest scholar in the world, and that if they'd only listened to him they would have got more out of his lessons than from any man that ever taught. He wasn't and they wouldn't—but it is some small consolation to those who have been schoolmasters to know that after it is too late this reward at least is coming to them.

—Stephen Leacock, *College Days*



## Chalk Dust

*In some of our in-service courses in supervision and in methodology, commendable classroom techniques are reported, such as this one by Mrs. O'Connor. If you have one worth sharing, describe it briefly (150-250 words), and mail it to Irving Rosenblum, Junior High School 162, Brooklyn 37.*

### EVALUATION THROUGH A CLASSROOM FASHION SHOW

An evaluation procedure effective in a seventh or eighth year home economics clothing lesson is the classroom fashion show. When the pupils have completed the construction of their first projects, a period is devoted to modeling and judging the garments.

For this lesson each pupil prepares a brief talk to make to the class while modeling her garment. This discussion includes the following points:

1. My general evaluation of this garment. Do I like it? Will I wear it?
2. How does my family like it?
3. How do my friends like it?
4. How does its cost compare to that of a similar product bought in the store?
5. What did I find most difficult in the making of it?
6. What, if anything, would I do differently next time I make such a garment?

The class, as audience, is instructed to note things particularly attractive or well done and to consider possible improvements.

This "fashion show" technique is one that interests parents as well as pupils. It provides a satisfying culmination of the work and a motivation for future projects in clothing construction.

GEORGINE C. O'CONNOR

Bureau of Home Economics

## HIGH POINTS OF HUMOR

*A cartoon-of-the-month selection  
by J. I. Biegeleisen, Art Department,  
School of Industrial Art*



"That so? I'm a teacher, too. What do you do for a living?"

*Courtesy: the artist and Look magazine*



## High Points

### PAPERBACKS ENRICH TEACHING

Publishers of paperbacks have been issuing resource materials which make possible a curricular flexibility and a variety of techniques hitherto undreamed of. This is true particularly in English and social studies although science and other subject areas may benefit to an almost equal degree.

It is no longer necessary for an English teacher to restrict the titles to be taught to those available in sets in the department. (Even these are limited because of incomplete sets or because a title has been spoken for by other teachers of the grade.) Today all an English teacher need do is scan the lists of paperback publishers to find a veritable gold mine of available material.\* For example, Shakespeare's *Tragedies*, *Comedies*, and *Histories*, *Treasure Island*, *The Scarlet Letter*, *Mutiny on the Bounty*, *All the King's Men*, *Hiroshima*, *Fifty Great Short Stories*, *The Return of the Native*, *Anna and the King of Siam*, *The Call of the Wild*, *The Citadel*, *The Pocket Book of Verse*, *How Green Was My Valley*, and *Twenty Grand Short Stories* are among the many excellent titles available in paperbacks. And publishers of these low-cost volumes are adding about 1000 new titles every year.

For the science or mathematics teacher paperback titles include *Brave New World*, *Wind, Sand and Stars*, *No Place to Hide*, *War of the Worlds*, *The Universe and Dr. Einstein* and many others. Since the broad cultural aspects of mathematics and science are often treated in a cursory fashion, books such as the above may help quicken the imagination of pupils.

**HOW TO ORGANIZE.** Following are the names, addresses, and telephone numbers of the major paperback publishers:

AVON BOOKS	575 Madison Ave. N. Y. 22, N. Y.	PLaza 3-5500
BANTAM BOOKS	25 West 45th St. N. Y. 30, N. Y.	JUdson 6-0300

\* Since some titles may not be on lists approved by the various standing committees of the Board of Superintendents, it is advisable to check before using.

### PAPERBACKS ENRICH TEACHING

THE NEW AMERICAN  
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lished by Doubleday &  
Co.—now distributed by  
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When I start a unit in American history, I usually distribute among my students five or six sample copies of books on the new unit. We discuss each title briefly. The youngsters examine them. Then each student signs up for one or more. I telephone the order to the publishers and distribute the books as soon as they arrive. Group reports are made in class by those reading the same book. For example, in the unit on the Civil War, groups of five or six students may report on *The Red Badge of Courage*, *Gone With the Wind*, *Tap Roots*, *No Bugles Tonight*, *God's Angry Man*, and *The Unknown Lincoln*.

**BOOKS THAT APPEAL.** It is often difficult to predict what books the youngsters will like. Because I have been experimenting with imaginative literature in my American history classes for several years (cf. "Teaching American History Through Fictional Literature" in December, 1953, *HIGH POINTS*), it may be helpful if I list titles that have met with student approval. Here is a list of some of the books that have consistently appealed to average youngsters in the 11th and 12th years.



HIGH POINTS [March, 1955]		
Title & Author	Publ. & No.	Description
<i>Dawn's Early Light</i> Elswyth Thane	CARDINAL C-43	Williamsburgh, Va. during the Revolutionary War.
<i>The Shadow and the Glory</i> John Jennings	PERMA	Revolutionary War.
<i>To Have and to Hold</i> Mary Johnston	Not available in paperback	Colonial Jamestown, Virginia.
<i>The Scarlet Letter</i> Nathaniel Hawthorne	CARDINAL C-65	Classic story of sin and its consequences. Salem, Mass.
<i>Look to the Mountain</i> LeGrand Cannon	BANTAM A-933	Pioneer life. New Hampshire at the time of the Revolution.
<i>No Other White Men</i> Julia Davis	TEEN AGE (Comet) C-30	Lewis and Clark Expedition. Illustrated. Easy reading.
<i>The Captain From Connecticut</i> C. S. Forester	BANTAM 40	The War of 1812 in the Atlantic.
<i>The President's Lady</i> Irving Stone	Not available in paperback	Biographical novel of Rachel and Andrew Jackson.
<i>Sunrise to Sunset</i> Samuel Hopkins Adams	BANTAM A-1107	Industrial Revolution comes to U. S. Troy, N. Y., c. 1820.
<i>The Way West</i> A. B. Guthrie, Jr.	CARDINAL C-52	Pioneers on the Oregon Trail, 1845.
<i>The Comancheros</i> Paul I. Wellman	PERMA 236	Texas Rangers, Comanche Indians, and outlaws—c. 1845.
<i>The Golden Herd</i> Curt Carroll	POCKET 837	Texas during the Civil War. Origin of our cattle industry.
<i>The Red Badge of Courage</i> Stephen Crane	POCKET 154	Psychological novel of the Battle of Chancellorsville.
<i>The Unknown Lincoln</i> Dale Carnegie	POCKET 891	Incidents in the life of Lincoln.
<i>Tap Roots</i> James Street	CARDINAL C-26	Civil War in Mississippi. Jones County fights the Confederacy.

# PAPERBACKS ENRICH TEACHING

*It Can't Happen Here*  
Sinclair Lewis

Not available  
in paperback

Dictatorship comes to America during the depression of the '30s.

*Hold Back the Night*  
Pat Frank

BANTAM  
1078

The War in Korea. American unit cut off by Chinese forces.

**PAPERBACK COURSE.** At Long Island City High School we have based an entire course on these novels with the textbook as a supplement. A few selected novels are read by the entire class. Study guides,\* prepared by the teacher, are used to help students get the best results from their reading. Class discussion and activities develop from the questions and suggestions found in these guides. In the unit on colonial and revolutionary America we used the novel *Dawn's Early Light* by Elswyth Thane. The unit on nationalism was built around C. S. Forester's *The Captain From Connecticut*. *The Way West* by A. B. Guthrie, Jr., furnished material for a study of the frontier and the westward movement. The period of sectionalism and Civil War was studied through the novel *The Golden Herd* by Curt Carroll. A unit on contemporary international problems, focusing on Korea, was based on the novel *Hold Back the Night* by Pat Frank.

The study guide for *The Golden Herd* is here printed in full to illustrate how we used the novels to teach both English and American history (and in this case related Spanish-American culture). The study guide represents a minimum of concrete activity. The clarification and enrichments that take place during discussions based on the study guide are the real heart of the unit.

## STUDY GUIDE FOR THE GOLDEN HERD BY CURT CARROLL— POCKET #837

### Special Reports:

1. **Map Study:** On a large map of Texas locate the various places mentioned in the story including the following:  
Indianola p.1, New Braunfels 2, Comfort 2, Neuces River 3, 5, Biebrich 5, San Antonio 8, 121, Brownsville 8, Tilden 8, 43, 113,

\* Guides to each of the novels mentioned in this paragraph are available at L.I.C. High School. The guide to *The Golden Herd* is printed in full below.



# HIGH POINTS [March, 1955]

Santa Rita 17, Boerne 33, 113, 115, Fredericksburg 33, Pleasanton, the Sabine 76, Tusculum 84, Bagdad 96, 112, Corpus Christi 115.

2. *Spanish Words and Phrases*: Translate each of the following Spanish (or Mexican) expressions used in this novel: brasada p.5, 8, 22, 86, etc.; carrito 8, 23, 187; gracias 10, 205; amigo 10, 20, 188; si 10; 205; chaparajos 10; bueno 10, 46, 188, 208; cabrito 11; hacienda 11; señora 11; la reata larga 12; ladino 12, 112, 25; arroyos 13, 204; fandango 14; bandito 14; muchacha 16; buena suerte 20, 112; piale 46; yucca 67; cibolero 67; mesas 67; maquero 81, 183; huaraches 100; adios 112; camino real 179, 221; diablos 186; laguna 190; loco 198; viva Juarez 203; charros 203, 205, 209; agua 202; pronto 202; ramadas 202; el capitán 206; mogate 223.

## Introduction:

1. Before reading this novel reread the sections in your textbook relating to the independence of Texas, the Civil War, and the Maximilian affair.
2. Read the headnotes (italics) of each of the 10 chapters; then answer the following questions based on these headnotes:  
Chapter 1—How did the German princes acquire 3,878,000 acres in Texas? What did they intend to do with this land? (Compare with the London Company that settled Virginia.) Chapter 2—What effect did the Mexican War have on economic conditions in the disputed area between the Neuces and the Rio Grande Rivers? Chapter 3—Describe the developing cattle industry in Texas after the Mexican War. What was the "long drive?" Chapter 4—Trace the route of the long drive of the Oliver Loring herd in 1858. Chapter 5—Who was Sam Houston? Who was Robert E. Lee? What plan did Houston propose to Lee in 1860? Result? Chapter 6—What attitude did Governor Sam Houston of Texas take toward the Confederate States of America? Chapter 7—Was all Texas united behind the Confederacy? Explain. (Compare with Mississippi as described in James Street's *Tap Roots*.) Chapter 8—Why did General Shelby lead his Missouri cavalrymen into Mexico? (Cf. the film *Juarez* with Paul Muni.) Chapter 10—What happened to this army when it reached Mexico City? Do you think Maximilian's decision affected the course of history? Explain.

## English Language and Literature:

1. Write a brief character sketch of *one* of the following: Uncle Jasper Allerby, Bryan Boswell, Julia Allerby, Frederick Miller, Mistania, Luther Kirkpatrick.

# PAPERBACKS ENRICH TEACHING

2. If you were casting director for a movie studio, whom would you cast for each of the above parts?

3. *Creative Activity*: Choose *one* of the following activities and use your imagination to do as original and creative a piece of work as possible:

(a) select one scene from the book (any scene) and write a stage, movie, or TV script for this scene; (b) make a cartoon or drawing representing a scene from the book; (c) design a jacket drawing for the book *or* write the jacket blurb for the book; (d) write a review of the book for a specific newspaper or magazine.

4. *Vocabulary*: For each of the following words (a) copy from the book a sentence containing this word (pages given after each word); (b) use the word in a sentence of your own; (c) give the proper dictionary meaning; (d) mark the accent; (e) divide into syllables; (f) if possible, find the word in another book or magazine or newspaper and copy the sentence:

*adapted* 73, *agility* 26, *arbitrarily* 65, *confiscated* 165, *contemplated* 81, *depletion* 70, *elation* 17, 106, 119, *heritage* 105, *misgivings* 117, *premonition* 177, *reluctantly* 13, 15, *ruse* 127, *simultaneous* 64, *surly* 97, *zealous* 23.

5. Comment on the following expressions:

"A sawbones looked him over" p.45, "I got 'em faded" 48, "squat-  
ted Indian fashion" 49, "They looked down the same gun barrel as  
me" 49, "Carl rolled out of the saddle" 52, "The dust enveloped  
him, and then the horizon" 72, "A voice did not have to blaze out  
to be emphatic" 158, "Jasper Allerby, thought Carl, had been his  
ally for a long time." (Comment on the use of commas in the pre-  
ceding sentence.)

6. Some themes developed in this book include:

(a) the origin of the cattle industry in Texas (b) the clash of inter-  
ests between Mexicans, southern slavers, and poor whites in Texas  
(c) the effects of the Civil War on these groups (d) the develop-  
ment of Carl Miller. Which of these (if any) is the main theme?  
Why? How does the author develop it? Is this a good novel? Have  
you read any better? Compare.



**Historical Factors:**

**Political:** Explain each of the following historical references:

- (1) "The new nation of Texas" p.1; (2) "Sam Houston and his Texans had waited at San Jacinto" 25; (3) "the Lone Star flag" 30; (4) "Some of your people in San Antonio are taking up abolition. That ain't healthy in Texas." 33-4 (What was the Union Loyalty League? Why organized? What happened to it?); (5) "Sam Houston is not in favor of secession." 56; (6) "the rebel yell" 93; (7) "Jean LaFitte" 96; (8) "What of the Monroe Doctrine," Carl asked? 103; (9) "... a tune called Dixie" 138; (10) Describe the scene in which Carl is captured by Union troops. 79. What are they doing in Texas? Where did the Union army imprison Carl? Why was it more difficult for him to gain freedom than for other prisoners? How long was he imprisoned? How did he finally gain his release?

**Economics:**

1. What does cotton planting do to the land? 21-2. Was slavery profitable? 164. How would cattle help the land? 151. 2. Cash transactions (in gold pieces) were common. 69. Why not today? 3. How does the war give Carl a chance to make money? How does Carl justify his actions?

**Social:**

1. Various social groups are represented by the Millers, the Allerbys, Mistania and Julian, the Negroes on the Allerby plantation. Describe the main characteristics (wealth, legal status, way of life) of each of these social groups. Which represent the true Texas? How is each of these groups affected by (a) the Mexican War, (b) the Civil War? 2. Describe the "101 Saloon" in San Antonio. 3. When Carl returns after the war what change does he find in Enoch Barton's store? In the Allerby plantation? In the McIntyres? (Compare with *Gone With the Wind*.)

**ENJOYABLE TECHNIQUE.** It was possible to do a detailed treatment of each of these novels because we were teaching double-period (core) classes in senior English-American history. Any teacher may, however, select a book appropriate to his subject and grade, prepare a study guide to teach what his students need to learn and are able to achieve, and proceed to enjoy the thrills that come from teaching via this creative technique.

MORRIS GALL

Long Island City High School

**WITH ALL MY SENSES**

I love the odors of sweet flowers,  
That linger round a garden walk;  
I so devote my daily hours  
Without a balk.  
I love to lie on summer grass,  
And gaze at sky and far-off places;  
I walk the forest aisles and pass  
The ferny laces.  
I dream of lovely dinner service,  
And viands that no gourmets question;  
My lunch entirely free from nervous  
Indigestion.  
Symphonic music is endearing  
And casts for me enchanted spells;  
My TV caters to my hearing,  
Sublime peace dwells.  
My fingers yearn and ache to touch  
Stardust and poetry—and so  
They stoop to making sport and such  
Of you—how low!  
But since to gloat o'er what I've got  
May seem to be not much inspired;  
I'll tell you all my glorious lot—  
I'm retired!

LUCY D. BENNETT

**PREPARING TO TAKE THE CLASS TEACHING TEST**

1. Invite the chairman to observe you teach several types of lessons.
2. Request permission to teach at least one lesson in another school.
3. For several days before the test, buy the newspaper, listen to the radio programs, see the motion pictures, and view the television programs that teen-agers praise.
4. The day before the test, relax. Being rested and vital is more important than going over education notes, at this point.



# HIGH POINTS [March, 1955]

5. Scout the neighborhood—note the local hang-outs, motion picture billings, and socio-economic level. If possible, pick up the latest issue of the school's newspaper and scan headlines, at least.
6. On the way to the office designated, check bulletin board notices and posters for material that may be useful in motivating a lesson.
7. When given your assignment, ask (if it's not indicated), "What lesson led up to this one? What will be the next topic?"
8. You'll probably prepare in the library. Note pictures, flower displays, book lists, and feature items in library that you may borrow for the lesson.
9. Request, immediately, that the unabridged dictionary be brought to you.
10. Synchronize your watch with the school clock. Get bell schedule; note if a warning bell is used two minutes before the passing bell.
11. In preparing your lesson plan, indicate (in red) in the left-hand margin the amount of time you can afford to spend on each part. Remember that you must provide about five minutes for summary and enrichment at the end of the lesson.
12. Motivate with something that arouses the interest or curiosity of the class, and that relates the topic of the lesson to their needs.
13. Start with a simple question to get 100% response.
14. Build on what they already know (apperceptive mass).
15. Use illustrative material, if appropriate.
16. Write out pivotal questions. Begin them with *how* or *why*.
17. Provide for at least one medial summary.
18. In your summary topic, echo your motivation and demonstrate that you have achieved the aim.
19. Plan for an elastic enrichment that can be stretched until the bell rings.
20. When you enter the classroom, write your name on the blackboard and introduce yourself to the class. Tell them you're glad to be with them.
21. Check physical conditions of room and any safety hazards (books in aisle).

# PREPARING FOR TEACHING TEST

22. Have the pupils clear the desks of all material not necessary to lesson.
23. Get the pupils to determine the aim with you, and write in large letters, "Our Aim:" on the blackboard. (Always head all blackboard work, clearly.)
24. Clear up vocabulary difficulties at the start. List difficult words in poem, story, or work at hand. Elicit meanings from class by asking them to find smaller words they know in larger words that puzzle them, etc. If eliciting fails, tell them promptly and get on.
25. It has been said that the perfect lesson interests the class so much that the pupils, rather than the teacher, ask the pertinent questions sketched on the lesson plan.
26. Ask question first; then call on a pupil. Questions answered by volunteers count less than those answered by draftees. Therefore, distribute questions.
27. Praise—without patronizing—good answers and questions.
28. Meet foolish or irrelevant question with a smiling request that the pupil concerned remain after the bell for his answer.
29. Forget the judge or judges in the back of the room. Enter into the lesson so heartily that your enthusiasm will awaken student response. Sell them!
30. Stimulate intercriticism (crossfire) by frequently asking: "In what respects does your opinion differ from that expressed, (name)?"
31. Ask one question at a time. Give them time to think. Don't talk much.
32. Use signals to get the pupils out of their seats and to face the class.
33. Move toward the rear of the room (away from windows) so that they automatically face the class even when they recite to you.
34. If you can, use a sociodrama or some other dramatic means of stimulating the entire group.
35. When bell rings, say: "Thank you. Class dismissed," and go to the door to supervise the dismissal and to observe conduct in the corridor.
36. Before, during, and after the test, pray for guidance.

RICHARD L. LOUGHLIN Chelsea Vocational High School



THE SCHIZOPHRENIC ROOM

The teacher is a quiet soul and bears his grief with cheer,  
 He takes a thousand punishments and doesn't shed a tear;  
 But what can turn the heart within and swathe him deep in gloom,  
 Is being sent with merriment into a foreign room.  
 The calmness of the English teacher takes a sudden drop  
 As soon as he surveys the scene and finds himself in shop;  
 For though the text is simple, and the truth is very plane,  
 It must be hammered home with words and in a tender vein.  
 Now, practice is a splendid thing and challenges the skill:  
 It is taboo for one to do with an electric drill;  
 And though to cut down ignorance is quite a worthy cause,  
 It should be done with sharpened wits and not with ancient saws.  
 The language lady (pity her!) is sent, without her knowing,  
 To teach the speech inside a room designed for fancy sewing;  
 And when she finds her patience low, her temper slowly chipping,  
 She has a very ragged time, albeit hardly ripping.  
 Her accent is on youth and truth—alas, the children speak  
 In accents that, in honesty, grow daily very weak;  
*She* tears a passion; *they*, the verbs—and mercy how they rend  
 them!  
 And though it is a sewing room, there is no way to mend them.  
 Who teaches math is filled with wrath, his countenance is blue;  
 He walks about in circles and he's in a perfect stew;  
 If he, by chance—or by design—should get a wretched rooking,  
 And find himself inside a room that's simply labeled "Cooking."  
 He knows his prose, and piping hot he teaches as he can,  
 But pupils are cold pudding at the bottom of the pan.  
 His happiness is at an ebb, his spirit in a drizzle;  
 But when he looks about himself, his words begin to sizzle!  
 This tale of woe is sad and slow but it could go apace:  
 The social studies teacher who descended to disgrace;  
 For how explain the art room and the classes that he got?—  
 O with the paint the pedagog has also gone to pot!  
 And can you shame with horrid name the teacher who is griping,  
 Whose subject is biology, but in a room for typing?—  
 Or blame a hapless person for consuming all the rugs,  
 Whose study hall is bio lab and everything is bugs?

TO ITALY WITH A FULBRIGHT SCHOLARSHIP

O East is West and West is East, and teachers daily faint  
 Because they often find themselves where teachers should be ain't;  
 And if their hearts are sunshine but their heads are chilly tombs,  
 From start to fit, attribute it to schizophrenic rooms!

JACOB C. SOLOVAY

Fort Hamilton High School

TO ITALY WITH A FULBRIGHT SCHOLARSHIP

The Fulbright Scholarship is an award whereby teachers of foreign languages coming from all parts of the United States are sent to the host country of their adopted language in order to study that country at first hand.

In fact the objectives are to promote better understanding of the United States abroad, and to increase mutual understanding between the people of the United States and the people of other countries. The chosen teachers carry back with them to their pupils a richer and fuller knowledge of the country whose language and customs it is their responsibility to teach.

In my experience this program results in an awareness of, and a deeper sympathy for, the problems of that country and its people, as well as in a greater understanding of our relationship with that country in terms of mutual problems.

In my case I feel sure that this program will bear fruit, that I will be able to teach things Italian in such a way as to make the subject more enjoyable and richer for my pupils.

SCHEDULE. My time in Italy was largely devoted to studies at the University of Siena. The mornings were spent in formal classes conducted by leading professors, litterateurs, artists, and others of equal caliber; the afternoons, in informal discussions with these individuals and others; the evenings, in continued informal discussions of current Italian problems.

Weekends were spent in sightseeing, largely to acquaint ourselves with the host country and to see for ourselves the things we had discussed.

At the end of five intensive weeks we underwent an individual oral test conducted by two professors. The tests being over, we



were granted a large sum of money with which to tour Italy in style. While all this was going on, we were feted by the American Commission for Cultural Exchange with Italy, the American Consulate, the American Academy at Rome, and also by their Italian counterparts.

**PRESENT STATUS OF ITALY.** While Italy is a small country compared to the size of the United States, it is large in terms of its desire to rebuild and recapture its former standing in the world society of nations.

Geographically, Italy is as large in area as the land roughly stretching from Maine to North Carolina. It largely has plains in the North, which are devoted to agriculture and industry, while the Central and Southern portions are mostly mountainous, abounding in vineyards, olive groves, tobacco fields and mulberry trees.

In trying to improve, Italy has introduced all sorts of modern methods of agriculture and equipment. Potential sources of hydro-electric power are being surveyed, and old industries for which Italy has been long famous are being revived. Modern Italian shipping, for example, competes with the best. Italian cars such as the Ferrare, Alfa Romeo, Osca, and the Lancia are classed among the world's finest.

Turin, Milan, and especially Florence are now taking their place along with Paris and New York as fashion centers, and Rome is becoming the Italian Hollywood, producing films noted for realism and quality of photography. Its stars are becoming just as famous as the Americans; for example: Lollobrigida, Silvana Mangano, Anna Magnani, Aldo Fabrizi, Rossellini, De Sica, and Zavattini enjoy equal distinction with leading American directors.

Radio and television in Italy are undergoing rapid growth. TV, having started only in 1953, is run by the R.A.I., a monopoly fostered by the Italian government, with expenses being paid by the set-owners. While it is true the programs are of high quality, aimed at the cultured members of the audience, it is hoped that the base will be broadened so that more people will be able to benefit from this form of communication.

Freedom of thought is also helping Italy to recapture its former standing, as this freedom has given the people greater imperus

to express themselves in all branches of the liberal arts. New writers are emerging, more foreign books are being translated into the Italian, and more people are beginning to read. All this results in a population which is more conversant with its own problems, the problems of their country in relation to world society.

More books than in previous times are being translated from the Italian into other languages so that other nations can better know the Italian culture. Newspapers and other periodicals are being published in greater numbers and are being read by more people. Healthy signs of growth appear in these trends.

**MAN IN THE STREET.** The people have not lost their faith, as the developmental and reconstruction programs are succeeding. Most of the rank and file work hard and have it hard, but they realize their part in their country's plans and hope for the best.

The average man likes the United States, but envies its material wealth. In general, the people do not like Russia, but because unemployment is still the major liability of the Italian economy and because Communist leaders promise immediate solutions to the unemployment problem, membership in the Italian communist party is quite high.

**IMPRESSION.** Italy is a vast country, not in size but in depth. She has a great ambition to succeed in a program to become a first-rate democratic nation.

It would take more than this brief resume of my two months' sojourn in Italy to answer all the questions that come to mind about the country's present status. Moreover, no writer can hope to capture that indefinable something which men have always felt when coming into actual contact with Italy, and which once made one commentator write: "No one who has known that land can ever again be totally unhappy."

FRANCES DI MARIA

J.H.S. 162, Brooklyn



## Book Reviews

THE TEACHER-PUPIL RELATIONSHIP. By Robert Nelson Bush. Prentice-Hall, Inc., New York, 1954, xii & 252 pp. \$3.95.

A decade ago I wrote the following: "Education is a series of way stations on a road leading to a clearly envisioned goal. At each of these stations is enacted one dramatic situation out of which emerge fragments of knowledge, elements of skill, phases of attitude, surges of feeling, and, it is hoped, flashes of desire to push on toward the next new situation." I would now add: Each situation occurs in a particular classroom, or shop, or office, or gymnasium, or assembly hall, where Johnny Jones and a number of other Johnnies and Susies encounter Miss Smith in a battle of wits.

On the basis of ten years of research, observation, interviews, questionnaires, and tests, Dr. Bush emphasizes the uniqueness and complexity of each teacher-pupil relationship. Such relationship is a "complex dynamic," compounded of many interacting factors, such as the personal liking of the teacher and the pupil for each other; the knowledge, interest, and social beliefs of teacher and pupil; their intelligence, teaching and learning skills; methods of work; their class and caste, social and personal backgrounds. As the focus shifts from one teacher to another and from one teacher-pupil relationship to another, changes occur also in the elements that are crucial in determining the nature and quality of the relationship between the teacher and the pupil. It has been observed, for example, that for one teacher to possess a considerable amount of personal information about her pupils enhances her relations with them, while in another case it acts detrimentally. Within one class, the sympathetic approach of the teacher is greatly appreciated by one pupil and scoffed at by another. Each pupil-relationship has its own *unique* pattern of characteristics.

*Uniqueness and complexity* are the key words. Now ask yourself, in order to bring about effective learning is it more important for you to love your pupils or for the pupils to love you? Chances are you will say, "I must love my pupils." No, you are wrong. "Contrary to this traditional belief, the findings of this study suggest that the personal liking of a pupil for his teacher is one of the most powerful factors in bringing about an effective learning relationship between the teacher and the pupil. . . . Learning is enhanced markedly when teachers make themselves personally acceptable to pupils."

Do you believe that, generally speaking, the interests of teachers and of pupils coincide? Wrong again. "The interests of teachers as a group are directly opposed to the interests of pupils as a group. The teachers prefer verbal activity and related subjects, whereas pupils select manipulative ones. . . . One of the submerged struggles in the classroom is whether the interests of the teacher or of the pupil will prevail."

## BOOKS

Do you believe that superior achievement in subject matter on the part of the teacher insures teaching success? Sorry, still wrong. "No significant relationship was found between the teacher's knowledge test score and teaching competence. . . . The academic nature of the secondary schools studied stands out clearly. The pupil who has high ability to manipulate verbal symbols has the happier, more successful time in school."

Do you think that a thoroughgoing knowledge of your pupils—socially, psychologically, physically, academically—will contribute to better learning? This time you will probably say yes and will be right. "The teachers who know most about their pupils and are aware of and sympathize with their individual needs and interests have effective relationships with a larger number than do the teachers whose major concern is knowledge of subject matter. . . . Teachers of academic subjects tend to know less about their pupils than do those of the non-academic subjects. One teacher uses his small knowledge about pupils with skill while another teacher who has detailed information concerning each pupil will, by his manner of acquiring and using it, make the students feel so uncomfortable that his effectiveness with them will be reduced. Thus, in addition to the amount and type of information about pupils, the way in which teachers acquire and use it assumes major importance."

If you are not already intrigued, irritated, thrown off your balance, and impelled to go out, or in, and do something about it, there are other things in the book that will stir you, teacher or administrator, that will momentarily hurt your feelings or permanently make you feel good.

The author stresses the paramount significance, as in the teacher-pupil relationship, of the complexity and individuality of the pattern in each administrator-teacher relationship. "For example, the practice of one administrator to place his hand gently on the shoulder of a colleague and in a soft voice ask about his welfare or that of his family is taken by one person to be a genuine expression of interest and affection and by another to be an artificial and distasteful attempt to secure rapport."

We are all familiar with the pupil who "can't get along with Miss Smart but gets along just fine with Miss Eager." Since the author finds that 50% of teachers can be typed as Academic, Counseling, and Creative, corresponding pupil types might be matched with these teachers, to the great benefit of both pupils and teachers.

The study is not pure research or statistical manipulation or armchair philosophizing, but is the result of intimate, sympathetic, good-willed, constructive consultation with a view to teacher improvement and to further research in the many complexities that are far from being resolved. The method of research is based upon "field theory." That is to say, it is not a study of the characteristics of people in general but of people in relation to other people. The basic viewpoint of the study is that *schools are people interacting*.

In all, over 650 teacher-pupil relationships were studied. Just what these studies compiled and meant are illustrated in a full chapter giving the details of "Miss Brown and her pupils."



"The school as a social system is made up of human beings with different roles, statuses, prestige, and power, interactive for the purpose of educating children in a community. It is an ever-changing dynamic state of equilibrium that is continually upset and re-established as it moves forward day by day in carrying out its program. The school is only one of numerous institutions functioning in a community, many of which are also directly concerned with and have influence upon children." This study should be the prolegomenon to the intensive study of school mores and manners as a framework for social living. When a pupil says, "I don't like school," he means that he would rather live somewhere else, in the home, on the street, in the movies, in the club room of the local gang, or in church. Pupils often say to me, "In such and such a school I was lost. I rattled around." Then they tell me what a wonderful difference it makes to have a homeroom teacher whom they meet every day, to have teachers who take a friendly interest, to have administrators who know the names of many pupils, and so on.

Dr. Bush and his colleagues are finding out about these things.

We teachers and administrators are certainly complex individualities. The more we learn about ourselves the better jobs we will do and the happier we shall be.

FRANKLIN V. KELLER

Metropolitan Vocational H.S.

---

#### FROM A SPEECH TEST

1. Paws after every sentence.
2. When some one is speaking, don't make any nose.
3. Rase your voice.
4. One is a cowboy and the other is a love story.
5. Stomach is chest out.

Contributed by Matthew Epstein

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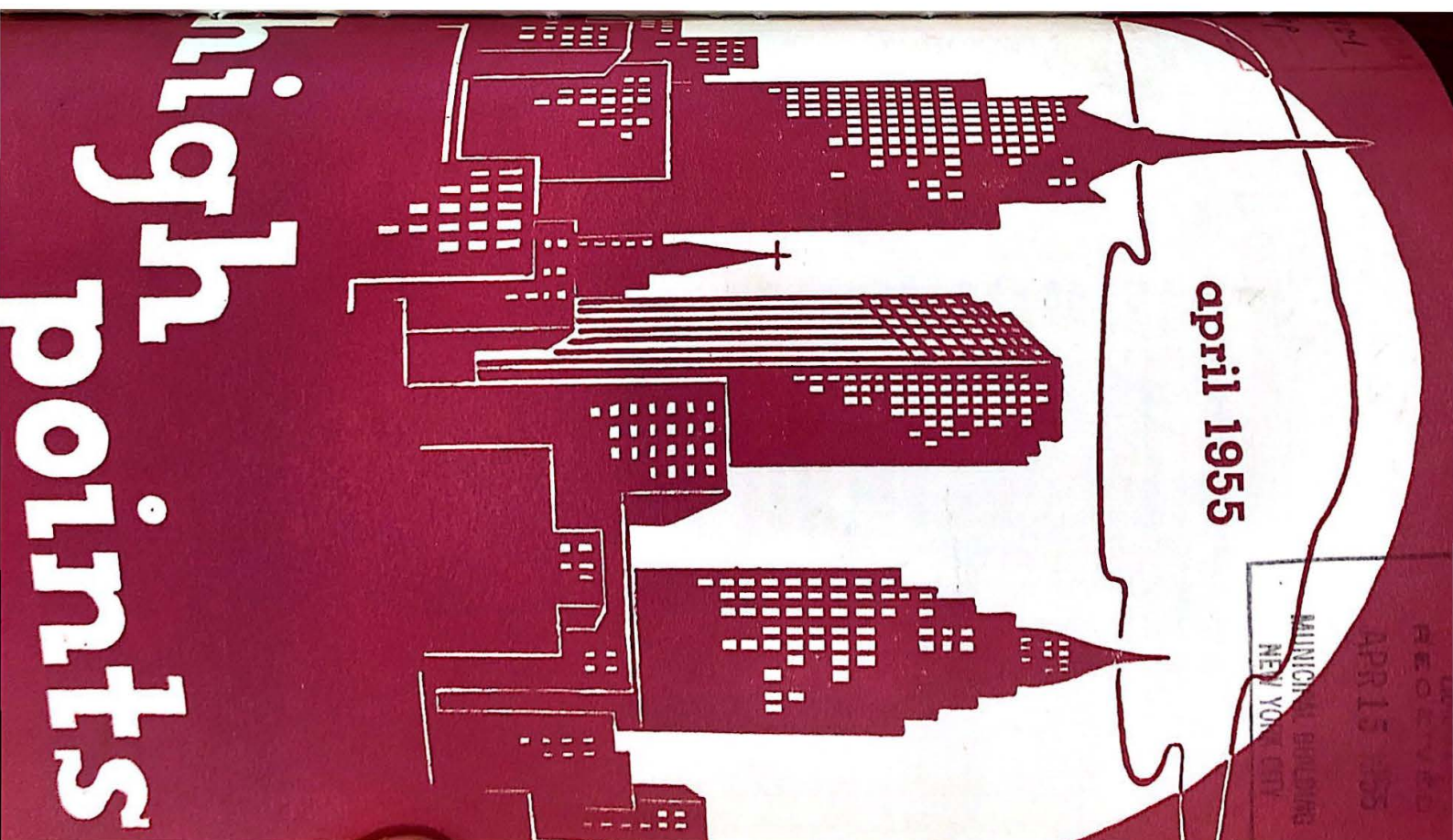
#### THE OMNISCIENT SCHOOLBOY

The inscription concluded with conventional lines in heroic couplets.

*For thus Religion softly murmurs peace  
And bids the sorrows of the mourners cease.  
Any quick schoolboy could churn this out by the page.*

—Ivor Brown, *A Word in Your Ear*





april 1955

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# HIGH POINTS

IN THE WORK OF THE HIGH SCHOOLS OF NEW YORK CITY

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HIGH POINTS is a publication for the dissemination of articles written by members of the school system. The opinions expressed are those of the writer of the article. The articles should not be interpreted as expressing the point of view of the editors, the High School Division, the Superintendent of Schools, or the Board of Education.

The contents of HIGH POINTS are indexed in THE EDUCATION INDEX, which is on file in libraries.



## The New York City High Schools—A Survey

HIGH POINTS presents in this issue the first of a series of articles describing in broad outlines the means by which the academic high schools in New York City are attempting to deal with some of the major issues and problems of secondary education.

New York City is a vast, crowded, vibrant, dynamic city of more than eight million people. It is still growing in population, although in New York, as elsewhere, there has been a marked trend of population toward suburban areas, which themselves are being populated so rapidly that they are losing some of the characteristics commonly associated with the term "suburb."

To refer to the population of New York City as heterogeneous scarcely gives an adequate idea of the intermingling of large numbers of peoples of different linguistic, cultural, religious, racial, social, and economic backgrounds. Large segments of New York City's population have come from nearly everywhere—Scandinavia, Germany, Ireland, Greece, Italy, Russia, the Near East, the Middle East, India, and the Far East; and many thousands have moved to New York from other parts of the country. There are currently enrolled in the academic high schools about 3500 recent arrivals from various foreign countries for whom it is necessary to provide a special program of instruction in English. In October, 1953, *Time* thus described the situation: "*More than a million children of every station and every national background are living today in that enormous arena, the metropolis of New York City. The city which stifles thousands of them in jammed tenements and in garbage-littered lots, also attempts with genuine compassion and real hope to educate them and fit them for useful, decent, even bappy lives. It is not a simple or idyllic process: the classroom struggle for the minds and hearts of New York's young is as complex, as baffling and painful as the struggle for gain and survival which goes on in the perpendicular jungles of masonry outside. In a sense the two struggles are not separate at all. The city's cynicism, its vast impersonality, its conflicting, multi-racial prejudices, its respect for luck and ruthlessness are inevitably stamped on the minds of its children, and invade the classroom with them. Nowhere are the problems of mass education more dramatically evident than in New York City.*"



This broadly sketched background indicates why it is difficult not only for the lay public, but also for the teachers themselves, to become familiar with the detailed workings of even a small portion of a gigantic school system devoted to the staggering task of welcoming all the children, regardless of intellectual capacity, social standing, race, wealth or poverty, and of teaching them all—inspiring the genius, and preparing the physically handicapped, the emotionally disturbed, the bright, the average, and the most backward, to earn a living and function effectively as citizens. It should also make clear why generalizations about the academic high schools, or vocational high schools, or the elementary or junior high schools are likely to create erroneous impressions. Although there is unified control and direction—established by the Board of Education and carried out by the Superintendent of Schools, with each large unit of the school system in charge of an Associate Superintendent who has the help of several Bureaus, Directors, and Assistant Superintendents, as well as various official and semi-official advisory committees—in a very real sense each school is a unique institution with problems, traditions, strengths, and weaknesses peculiarly its own.

Just as the teacher in any classroom must adapt his program and his methods to the needs and capacities of the pupils in that room, so, too, the individual high school must concern itself with the needs and capacities of the young people within its walls and with the best interests of the neighborhood it serves. The problems in various schools may be similar, but they are not quite the same problems, nor are they present in all schools to the same degree. A teacher may learn and grow in wisdom, artistry, and skill by observing other teachers and by discussing mutual problems and exchanging experiences. The truly skilful teacher will not slavishly imitate, but will use his knowledge, experiences, and insights in whatever way he can to find a better method of approaching his own peculiar problems. So, too, must the principal and staff of a given school function in its own particular setting.

### The Academic High Schools

Since HIGH POINTS has many readers throughout the United States, and even in foreign countries, who are not familiar with

### THE NEW YORK CITY HIGH SCHOOLS

conditions in New York, a brief statement of a few facts and conditions may be helpful.

This series deals with the academic high schools of New York City. At the moment there are fifty-four such high schools, and new ones are in various stages of planning or construction. New York City also operates thirty-one vocational high schools. The enrollment in these eighty-five high schools is approximately 200,000; the academic high schools have about 160,000 pupils, and the vocational high schools about 40,000. New York City also operates seventeen accredited evening high schools, which currently have an enrollment of about 25,000 teen-agers and adults. There are also eleven summer day high schools, and four summer evening high schools to which regular day school pupils, under certain conditions, are admitted either to remove failures or to secure advance credit. In addition to the 200,000 pupils enrolled in the public high schools there are approximately 65,000 pupils of high school age attending non-public high schools, private and parochial schools within the city and boarding schools outside the city.

Four of the academic high schools admit pupils on the basis of examination (the Bronx High School of Science, the High School of Music and Art, Stuyvesant High School, and Brooklyn Technical High School). All the others are general or neighborhood high schools. Six schools, including two of the special schools, enroll boys only; six enroll girls only. The other forty-two are coeducational, and it is the policy of the Board of Education that all new high schools will be coeducational. The average enrollment is about 3,000; four or five of the academic high schools have a student population ranging from 900 to 1,500, and several have a student population of 4,000 or more. Some of the high schools are overcrowded and are forced to accommodate pupils in annexes or in double or overlapping sessions.

To staff the fifty-four academic high schools with teachers, heads of department, laboratory assistants, librarians, clerks, and others, approximately 7,000 people are employed. This staff is appointed from eligible lists established as a result of competitive examinations conducted by the Board of Examiners. Each teacher usually carries a program consisting of five classroom recitations, 45 minutes in length, a homeroom period, and a building assignment.



To accommodate the 160,000 pupils in the academic high schools a total of 24,259 classes were necessary in the fall of 1954. The statistical average size of all these classes was 33. However, this is merely a statistical average and does not reflect the fact that 47% of all classes had 35 or more pupils enrolled.

The size of the various high school organizations has certain disadvantages, but bigness provides the schools with opportunities to organize a variety of specialized courses which would be difficult and costly in smaller units. Thus, even New Yorkers are surprised to learn that one of the high schools (Newtown) offers an agricultural course and maintains and operates a twenty acre farm, or that, in cooperation with several business firms, the high schools also have a "cooperative program" in which, during the last year or two of high school, pupils spend alternate weeks in paid employment and at school.

Because of the increase in the number of junior high schools, the senior high schools are becoming three-year high schools; some have already reached that stage. At the present time about fifty-three per cent of all ninth-year pupils in the public school system are enrolled in junior high schools, about thirty-seven per cent in academic high schools, and about ten per cent in vocational high schools. In September, 1954, the academic high schools registered approximately 19,000 pupils in 9A, and about 22,500 pupils in 10A. In June, 1954, they graduated about 26,000. The number of January, 1955, graduates was approximately 5,000. Because of the practice of admitting pupils in the elementary grades in September only, the number of January graduates is gradually diminishing, but quite probably there always will be a small percentage of pupils completing the high school course in January.

Of those who enter the academic high schools a little more than sixty per cent remain to graduate. This percentage of "holding power" is deceptive, however, as compared with the national pattern, because it does not take into account the "drop-out" rate in the vocational high schools. It should also be noted, that in New York City, not all of those who "drop out" of high school cease their formal education, because many transfer to an evening high school. Of those who remain to graduate more than sixty per cent make application to attend college or some post-high-

school educational institution. For individual schools the percentage of those seeking post-high-school education ranges from twenty per cent to ninety per cent or higher.

### Purpose of This Series

The reader may be interested in learning that this series of articles had its humble beginning three of four years ago when a few teachers chatted informally about the way the schools with which they were acquainted were endeavoring to find a satisfactory answer to one problem or another. Each of them could tell something of the interesting and stimulating activities of various subject associations, committees, and conferences. Each could recount from personal experience or hearsay what was being done here and there. The group expressed surprise at the amazing variety and richness of what they learned from one another. The conversation did not proceed very far before some one observed that no one of them was reasonably familiar with the whole story. Out of this grew a discussion of whether it would be possible or worth-while for some one to attempt a general description of current practices.

This informal exchange of experiences and ideas might have been forgotten except that the same subject or variations of it came up for discussion time and again. Finally, one of the group jotted down a few ideas and presented them to a larger and somewhat more formal group for consideration and refinement. It was generally agreed that the project would be valuable to those working in the secondary schools and interesting to the lay public and to their colleagues in the elementary and junior high schools. Subsequently a plan of procedure, and the difficulties involved in carrying out the venture were discussed by the High School Principals Association. About two years ago that Association, after circulating a preliminary questionnaire among its members and considering the matter from various angles, decided to sponsor the effort, appointed a steering committee to see the project through, and called for volunteers to assume the chairmanship of a number of subcommittees. The topics assigned to these committees give some hint of the articles it is hoped to publish in HIGH POINTS: *The Slow Learner, The Rapid Learner,*



*Basic Skills, Better Citizens, Work Habits, Student Life, Guidance Practices, Health, Vocational Experiences, The School and the Community.*

As the project took shape it was agreed that each committee would not be expected to present either an exhaustive study or critical appraisal because such study or appraisal would not only require too much time and effort, but would defeat the purpose of telling a worth-while story which would stimulate thought and lead to further improvements. It was decided that each committee would obtain valuable information by collecting and examining local mimeographed reports and studies, by issuing a detailed questionnaire, and by making such special observations and reports as it considered necessary. Each committee was given the task of assuming the responsibility for studying the material submitted to it and for preparing a report for publication. It was agreed that each report would be comprehensive, yet not too long, avoid technical language, refrain from sounding a note of complacency, frankly admit inadequacies, and offer, wherever possible suggestions for further experimentation and improvement. Within these limitations the various committees could not possibly identify or include every practice that seemed good or promising, nor could they attempt to determine critically the effectiveness of the practices they did report, nor could they specify names and places. The occasional mention of a school in these reports, therefore, should not be construed as meaning that the practice described is limited to that school; more frequently than not, a similar practice or a variation of it may be found in several schools. In general, then, the committee reports do not mention names or places; any reader interested in securing more detailed information about something that may appeal to him is invited to communicate with the chairman of the subcommittee making a particular report.

These articles are being published with the hope that they may stimulate thinking and action and in some small way lead to the improvement of the character and quality of the great and challenging work in which we are engaged.

WILLIAM A. HAMM  
Assistant Superintendent

## The Slow Learner in the High Schools\*

THE CHANGING HIGH SCHOOL. In the twentieth century we have witnessed the rise of the common man and the extension of educational opportunities to all. In a democracy all children are important. All pupils, regardless of race, creed, inheritance, or status, are entitled to develop their capabilities to the utmost. In the days of the little red schoolhouse the number of high school graduates was as few as one per thousand in the population. At that time a high school education was largely limited to the privileged small minority and the academic elite. Today almost every adolescent enters high school. Several changes have brought this about. Faith in universal education has extended the compulsory age laws, which require pupils to stay in school until the age of seventeen. Children are rarely retarded in the elementary school because of inadequate achievement, but progress with their social and chronological age group. The high schools have greatly improved in their holding power so that a much larger proportion of the student body remains until graduation.

One of the most striking things about the present-day secondary school is the great variation in ability to be found among its pupils. Many children of below average intelligence, and some who in a previous generation were regarded as uneducable, are now in our high schools. Great variation in ability has naturally resulted in great differences in performance and achievement. The change in the purpose of the high school from training a select group to educating all youths has brought in its wake many administrative and pedagogical transformations.

THE CHALLENGE OF THE SLOW LEARNER. The modern high school is an educational house of many mansions, each furnished to serve its own purpose. The school tries to maintain the challenges and training in the basic intellectual disciplines for the college-bound rapid learners and talented youths. It must also meet the multiplicity of needs, including training in thinking

\* A report prepared by Louis Eisman (deceased), Andrew Jackson H.S.; Lawrence H. Feigenbaum, Eastern District H.S.; Ralph Freyer, Morris H.S.; Louis A. Schuker, Chairman, Manual Training H.S.



for 80 percent of its student body who are not college-bound, and for whom the high school is terminal education. At the same time the modern high school has the obligation to adapt its program of studies and evolve curricular offerings for the relatively new but large group, constituting perhaps 20 percent who are non-academic or slow-learning youths. All of our New York City high schools with the exception of the special schools have slow learners. Some may have as few as 6 percent, some as many as 60 percent, but all are faced with the problem of adjusting curriculum and methods to the slow learner.

**EXTENT OF THE PROBLEM.** Each year into the New York City academic high schools come nearly fifty thousand youths. These youths vary in native ability, in literacy, in subject matter accomplishment, in interests, in attitudes, and in home background. For each of these youngsters the schools must plan a program of education which will satisfy his needs, make possible gratifying achievement, and adjust him to our society. Everybody knows that children vary, and that some are less able than others, but many people are quite astonished to learn how different they can be at the age of fourteen. The pupils entering the high schools vary from 60 to over 160 in I.Q. Some are virtually non-readers, while others read on a college level.

When the records of September, 1954, admissions were studied, it was found that over 10,000 registered an I.Q. below 90 in a group test; of these, 2,681 had I.Q.'s below 74. Most of these children were two or more years retarded in reading and arithmetic. As teachers know, the I.Q. does not measure a pupil's citizenship, character, personal qualities, health, or artistic ability. Yet the I.Q. is a measure of potential ability to acquire book learning, and when considered along with achievement in reading and in other skills, gives a fair index of the pupil's general academic ability.

**IDENTIFYING THE SLOW LEARNER.** The slow-learning group is, in general, composed of individuals who are normal in every way but whose chief distinguishing characteristic is slowness in school. This group responds slowly and poorly to the traditional curriculum offerings of the school. This is particularly marked in those fields of work in which success is most dependent

on reading and on mathematical symbols. As a group these students generally have a limited ability to grasp abstract ideas and thus find difficulty in logical reasoning and in making generalizations. They have a small range in spoken and written vocabulary, and are very weak in the association of words and ideas. They tend to have more speech defects than their brighter classmates. Teachers agree that they seem to have less imagination or capacity to create than their peers. They have a shorter attention span, do not easily recognize the familiar in a new situation, and have limited power of self-directed learning. There is no evidence that slow learners have compensatory high aptitudes in manual skills, and in many instances they can not develop the manipulatory facility necessary for success in a skilled trade.

**SLOW LEARNERS VARY.** Slow learners are not a single coherent group, but vary greatly among themselves. Some are slow learners because they are mentally dull. Some are merely slow in hitting their intellectual stride, "late bloomers," so to speak. Some function as slow learners because they have not had individual remedial help and are therefore considerably retarded in those skills essential to academic success. Some are slow learners because of poor physical health or because of their general emotional state in which conflicts, tensions, or anxieties have interfered with learning. Some few are volitionally slow or reluctant learners. These pupils, for a complex of reasons, are maladjusted at home as well as at school. Some are aggressively hostile and are just not interested in any of the curriculum offerings of the school. Some are slow only in certain subjects but not in all subjects. A few may seem slow at one time and not at another. However, in comparison with most other students, the slow learner has difficulty with the traditional subject-centered courses of the secondary school. In a sense, it would be more accurate to refer to the slow learners as youngsters with learning difficulties.

**SLOW LEARNERS CAN SUCCEED.** Slow learners *are* learners and their inability to adjust to an academic curriculum has little correlation with success in adult life when they enter fields in which academic attainment is unimportant. It is not uncommon for a student classified as a slow learner to do very well in a



material way in our society. All youths must be prepared to become wholesome parents and upstanding citizens. The school's responsibility therefore is to offer so rich and comprehensive a program as to ensure to each individual the opportunity of acquiring the basic knowledges, the skills, and the ethical and civic attitudes necessary for the preservation and enrichment of our way of life.

**PROGRAMMING THE SLOW LEARNER.** The initial step in dealing with the problem is the identification of those with learning difficulties. Those children who seem unable to master the customary offerings of the school, must be further examined, and their difficulties analyzed. Then those who require a modified course of instruction must be appropriately programmed. Some form of homogeneous grouping is practised in all New York City high schools.

Our high schools have evolved a number of procedures for identifying slow learners. On the basis of investigations made by this Committee and answers to a lengthy questionnaire submitted by eighteen New York City high schools, it was learned that no method seems wholly satisfactory. Yet in practice these procedures make it possible to program the slow learner so that a reasonable attempt can be made to meet his educational needs.

No fixed policy for identifying the slow learner has been imposed upon the schools by the High School Division. Each school has been encouraged to set up its own criteria. It has been thought wise not to apply too rigid, centralized standards for classifying students with learning difficulties. On the contrary, the high schools of the City have been encouraged to develop means of identifying and programming slow students which are suitable to the particular school situation. The approach is flexible, so that no child is permanently classified in one course or another. Ultimately each child is programmed in accordance with his individual learning problems.

**CLASSIFICATION PRACTICES.** Responses to the questionnaire prepared by this Committee revealed that all high schools in our City consider both the student's intelligence quotient and his scores in standardized reading and arithmetic tests, in appraising his ability to learn. An intelligence quotient of under 90, a

retardation of two years or more in the basic school skills of reading and arithmetic, are generally established as significant objective criteria in classifying the slow learner. In every instance, however, identification of the slow learner is not confined to the use of mechanical instruments. The student's previous school record and the opinions of teachers, guidance counsellors, and principals are taken into consideration. Schools emphasize that there is no fixed, rigid policy in identifying the slow learner but that "all factors related to the student's learning ability" enter into the appraisal. In all cases, the human element—the child's aspirations, his background, his personality—and the wishes of his parents enter into the planning of his school program.

Many schools differentiate, for example, between the "volitionally" slow learner and the student of limited innate ability. Special programs are arranged for both types of students. In many instances, the emotional problems of those who will not learn are investigated by the guidance department. Factors which may hinder school progress, such as physical defects, irregularity of attendance, unfavorable home situations, or language handicap, are often discovered in an examination of ostensibly slow learners. An honest attempt is made to provide for remedial measures. From a study of the questionnaire, it is evident that the high schools have given the problem of identifying the slow learner much thought; such classification is being done carefully, with consideration for both objective and subjective factors.

**VARIETY OF PROGRAMS.** New York City high schools offer a variety of programs for the slow learner. The nature of a particular school's population, the facilities and size of the school itself, and the special talents of the teacher staff, often are variables in planning a course of study modified for slow learners.

The administration and programming of the slow learner in the high schools are based on two principles. First, a special program is desirable and necessary for the mass instruction of a large group of slow learners. Secondly, the program must be flexible enough to provide for the individual differences that occur in any group, regardless of how homogeneous the grouping may be. Since most authorities agree that the initial adjustment of a pupil to new surroundings provides a difficult hurdle and that



the problem of orientation is aggravated in the case of the slow learner, most of our City high schools "block" the programs of the entering classes in the ninth year. The lowest group is classified as mentally retarded (from 50 to 75 I.Q.) and placed into C.R.M.D. classes. Admission to these classes is made on the recommendation of the Bureau of Child Guidance after an individual intelligence test has been administered by a psychologist. These classes are taught by specially trained teachers. The next group is identified as the Core group (X-G's). The criteria for the selection of this group vary greatly, but a number of schools place into these classes those who have I.Q.'s between 75 and 85, and who are retarded three or more years in reading. These students are usually given a Core program of integrated English and social studies. These Core classes involve less of the traditional subject matter and a greater degree of learning by direct experiences and contact with the community. (This slow Core group should not be confused with Experimental Core classes for average and above-average pupils which are also organized in many schools.) The third and by far the largest group, which on the basis of a complete study of record is not likely to profit by following a Commercial or Academic course, is placed in the General course consisting chiefly of second track or modified subject-centered courses.

**BLOCK PROGRAMS.** Many types of classroom organization have evolved to facilitate differentiated offerings for students with learning difficulties. A popular form of organization is the "block" program, in which classes remain together throughout the day, following a specified program of required subjects. This arrangement may be found especially in the 9th year in many of the City's high schools. Block programming is consistent with the observation of many educators that slower children perform better when they remain with the same group of classmates throughout the day. Since they often do not readily adjust to changes in their environment, they gain thereby in emotional security. The adjustment difficulties which might result from placement in a new class every forty minutes are thereby avoided.

Usually such blocking of programs is abandoned after the ninth year because it has been found that some students who are

classified as slow learners can and do maintain themselves in the second track. Some are actually successful in the regular track in certain subjects. As a matter of fact, a small number of students classified as slow learners occasionally show outstanding aptitude in industrial arts, fine arts, music, and other fields. These students are therefore "heterogeneously" grouped in some of their classes—placed with normal and bright youngsters—for activities in which they may participate on a basis of relative equality. It may be mentioned here that another potent factor for avoiding rigid blocking of the slow learner is the opposition of some parents. For some of these reasons, in several schools block programs are not arranged for slow learners even in the ninth year.

Both block and so-called mosaic programming for slow learners have, therefore, certain advantages. Which is better in any given school situation remains a moot question among educators. Possibly, controlled experimentation in the programming of slow learners might prove a fruitful avenue of research.

**ADJUSTED COURSES.** In all neighborhood high schools there are courses designed specifically to meet the needs of the slow learner. Within most subject departments there is provision for at least two distinct tracks. Second track subjects sometimes take the youngsters along the same route at a slower pace, but more often even the route is different. Besides these second track subjects, there has been created a number of new subjects. A student who is likely to fail in fulfilling the requirements of the Academic or Commercial course, either because of lack of interest or lack of aptitude, can therefore take courses leading to graduation with a General diploma.

In every school the programming of slow children has been approached with an appreciation that easy answers to this educational problem do not exist. Teachers and administrators have directed their efforts toward finding solutions which—if not satisfactory in every way—are at least firmly grounded in a philosophy of educating the slow learner to the maximum of his capabilities.

**CURRICULUM ADAPTATION.** In the past twenty years the character of the curriculum for the slow-learning student has changed with the changes in the philosophy of education, with



the new light brought to the learning process by psychological experimentation, and with the broadened function of the high school. For example, it has become the conviction of educators that the basic needs for all students are similar, that education for character, citizenship, the moral and spiritual life is of prime importance to all our children. Psychological experiments have thrown much light on how different types of students learn efficiently. To mention only one field of experimentation, the visual, concrete, experiential methodology has been added to the verbal, abstract methods which were relied on almost exclusively in the high schools of the past century. Furthermore, the high school has gradually assumed responsibility for more than college and vocational preparation. The increasing complexity of preparation for specialized fields on the one hand, and the decreasing specific preparation needed for industrial and clerical work on the other, have brought to the fore the "humanizing" role of our secondary schools. That is, our high schools are concerned primarily with turning out socially competent citizens, good parents, well-rounded people who can contribute creatively to our society by efficient production and prudent consumption of its goods. At the same time, the high schools have greater need than ever before to focus on the development of efficiency in the primary tools of speaking, reading, writing, and arithmetic. Complaints of business men that our products can neither speak nor write satisfactorily are perennial, as a glance into the back files will show. The high schools of today have a greater number of students than ever before and they are turning out greater numbers of good readers, good writers, and good calculators.

Most high schools report curriculum modifications into two directions: a modification of content and of methods in traditional courses, and the addition of new courses and subject matter in response to needs and interests of the slow learner.

This trend can be seen in the reports of several large high schools:

*"The science, biology, mathematics, language arts, foreign language, social studies, and industrial art departments, all have classes for general pupils. We have an English-biology Core class on the tenth year level which emphasizes remedial reading. The required shop program is organized around the needs of general*

## SLOW LEARNER IN THE HIGH SCHOOLS

pupils. There is also a class 'Cored' around English and social studies on the ninth year level."

*"Our experience is also that slow students gravitate to or are guided to certain curriculum offerings like elective art courses, modern dance, and elective music courses."*

In schools or subjects where enrollment does not warrant segregation of slow learners into special classes it is reported:

*"We adapt our methods and standards with a view to meeting the needs and abilities of our weaker students through grouping within our classes. Where special programming is not available, the slow learner is held to different standards."*

Almost all high schools have created second track courses in the various subject departments adapted to the learning level of its slow students. One school reports three distinct tracks in the English Department—remedial, general and academic. In some few schools even foreign languages such as Spanish and Italian are offered for slow learners when it is the language of the home. A few schools have adjusted courses in all departments but one, such as social studies. Schools report that where program exigencies make it necessary to place slow learners into normal classes, modified methods and standards are applied.

Remedial classes have been set up in all high schools. Every school answering our questionnaire reported several classes in remedial reading and remedial mathematics. All schools maintain speech clinics for individual correction of lisping, stuttering, lalling, cleft palate, and other defects. Special "vestibule classes" for pupils speaking English as a second language have been set up to acclimate recent immigrants and Puerto Ricans to the language and the school.

Some insight into the special services needed to cope with the slow learner problem may be gleaned from this report:

*"Many slow learners are, of necessity, grouped in regular classes because of limitations beyond our control. For example, we have a sufficient number of candidates for two additional C.R.M.D. classes for which no teacher can be made available."*

In summary, it may be noted that the trend in the high schools today is to develop special tracks in all subjects where through selected materials and special methodology the slow student is



encouraged to attain success as a person and to perfect basic skills to the utmost extent of capacity. Among the special subjects available to slow learners and non-Regents students are: fine arts, wood arts, stage craft, metal arts, record keeping, business training, clerical practice, merchandising, office machines, typewriting, ceramics, sign lettering, home economics, general mathematics, and many applied sciences.

**CITY-WIDE REVISION OF CURRICULUM.** Teachers' associations, Standing Committees, and the Curriculum Bureau have attacked the problem of curriculum revision on a city-wide basis. As a result several curriculum practices have emerged as standard in most of the high schools of this City.

*English.* In English, for example, the major emphasis in the teaching of literature has shifted from the critical analysis of a limited number of classics to the development of standards and of habits of extensive reading on a level suited to the individual student. Teachers of slow learners are greatly concerned with the comic book problem and have attempted to find good substitutes. Where classics are taught, simplified and abridged versions are used to a considerable extent. The mastery of minimum essentials of grammar and good usage is a primary concern of English teachers. Many English Departments indicated that they utilize special texts and supplementary reading drill materials.

Group work of a socialized nature, practice in group leadership, planning of work and evaluation of progress are considered effective procedures in the teaching of slow learners. Individual projects on the basis of "job" contracts are also used to stimulate the slow learner's interest. In all of these activities, however, the pupil is carefully supervised by the teacher.

*Social Studies.* In the field of social studies there have been developed separate courses for slow learners in world history and American history. Several procedures have been reported as effective:

1. Emphasizing the current scene and the practical application of what is studied.
2. Using several textbooks for pupils of different ability and building of social studies vocabulary and concepts.

3. Teaching basic skills in reading, writing, and map reading.
4. Using varied forms of audio-visual aids; newspapers; mimeographed sheets.
5. Employing units of work and the "non-developmental" type of lesson.

*Mathematics.* Mathematics is taught on a multi-track program throughout the City. The regular mathematics course for the ninth year is called 9th year mathematics. For the slow student, general mathematics, a course dealing with fundamental concepts in algebra, geometry, and arithmetic, is given. However, in many schools a course in the fundamental processes of arithmetic constitutes a third track. This course is variously called business arithmetic, applied mathematics, or fundamentals of arithmetic. A 10th year general mathematics course is now also being offered in many schools. Individual instruction, the laboratory approach, and remedial work, are stressed in the Mathematics Departments of many New York City high schools.

*Science.* Science is also a multi-track subject in our high schools. There are courses in applied biology, applied chemistry, applied physics, and earth science. Besides the stress on such basic skills as reading tables, observing experiments, and spelling common science words, the courses aid the student in understanding the scientific reasons for fire safety rules, sanitary standards, first aid, safety practices, and public health measures. Stories of famous scientists are stressed; collection of clippings on the uses of science in everyday life is encouraged. Students are trained to examine critically superstitions and prejudices that block fair consideration of scientific problems. The instruction of students in the repair of household appliances and the understanding of internal combustion engines and the like, form part of the applied science courses. Special courses such as laboratory techniques, practical nursing, and photography are offered in various schools.

*Commercial Subjects.* In commercial education several new courses have evolved to meet the needs of the slow learners who wish to specialize in this field. A clerical practice course stressing practical experience in office skills, such as handling duplicators, switchboards, files, calculating equipment, and the telephone, has



successfully trained many students for initial business employment. A record-keeping course has been created for those students who cannot cope with modified bookkeeping. Courses in office machines and in merchandising have also been prepared to equip slow learners with personally useful and marketable skills.

*Foreign Languages.* In a number of schools second track non-Regents language courses are being offered. These courses emphasize oral-aural work, songs, dramatizations, and simple readings. Slow learners with a foreign background are often permitted to take electives in a language for acculturation purposes as well as for exploration.

**EXTENDING SUBJECT BOUNDARIES.** The special modifications of many school subjects have provided a variety of curricular offerings which extend the boundaries of these areas. This has made it possible to adjust to the spectrum of needs, interests, and abilities found in our larger City high schools. Perhaps the list of special subjects offered slow learners in one school will serve both to illustrate and summarize the point:

English, special classes in every stage throughout the course.

Social studies, special classes throughout the entire course.

Applied general science, applied biology, applied chemistry, applied physics, earth science.

General mathematics and remedial arithmetic.

Clerical practice plus typewriting, record keeping, office machines.

Major art, arts and crafts, ceramics, graphic arts.

Major music, glee club, band.

Industrial arts, (general woodwork, machine shop, electricity, mechanical drawing)

Homemaking (cooking and sewing)

**METHODOLOGY.** The slow learner demands a methodology different in some respects from that used with the academic pupil. The traditional pattern which places the emphasis on academic subject matter and formal recitations must give way to methods oriented about the abilities and interests of a type of pupil who is

retarded in reading and has a short attention span. Since the slow learners learn more slowly, they are able to cover less work in a given period of time. They are also unable to assimilate abstract and complicated materials. Teachers of slow learners, therefore, stress the use of audio-visual aids and simplified reading materials so that abstract learning is reduced to a minimum. In these classes, also, less emphasis is placed on written reports and outside reading in reference works because this group is somewhat retarded in reading ability. Instead of the usual emphasis on homework, teachers tend to rely on more directed reading in class, oral discussions, and cooperative class research and laboratory work. In the industrial arts use is made of simple practical projects that can be completed within a short period of time.

Remedial classes in reading, speech, arithmetic, and general mathematics are now fairly universal in our high schools. These classes help prevent further retardation in fundamental skills and often bring the pupil up to normal standards of achievement.

**CHANGING THE PACE.** One important feature is the widespread realization of the need for a change of pace and a variety of procedures during each lesson. In such a lesson one may find a brief review, some silent reading, a discussion, a demonstration or laboratory activity, some blackboard work by pupils, and some drill. Teachers have made use of all forms of multi-sensory aids. Phonographs, radio, television, sound film, film strips, slides, and the tape recorder have been used successfully. Good use has also been made of all forms of work books, study guides, mimeographed maps, charts, and assignment sheets. Slow pupils are soon bored with the usual developmental lesson or Socratic recitation.

**WORTHWHILE ACTIVITY.** Pupil activity is the keynote to success in the teaching of slow learners. Activity is best promoted if the teacher discovers and uses some motivating interest. When work in class can be applied to daily living or connected with some concrete problem it takes on greater meaning. Teachers have learned to relate school work to hobbies, sports, current events, vocational goals, and teen-age personality problems. Often the teacher's enthusiasm for the subject is in itself a motivating force.



Work with hands, the organization of neat and personalized notebooks, the presentation of ego-building situations, the staging of psychodramas, open book lessons, the display of good work done by the class, frequent work at the blackboard, and the holding of informal discussions have also proved effective in arousing and holding the slow learners' attention.

One school summarized its instructional procedures for the slow learner as follows: *"In our slow learner classes, we have developed short, definite, and clearly understood units of work that lay stress upon reality through use of life situations or 'job assignments.' Emphasis is placed upon the career motive for study, and direct practical help is given to the students in making the language of the textbook more readily intelligible. We make extensive use of filmstrips, sound films, tape recordings, mimeographed work sheets, and specially prepared charts. An abundance of library materials has also proved helpful through class library visits and occasional book-talks. We have provision as far as possible for a variety of activities."*

**AWARDING RECOGNITION.** Among the most important problems in adjusting the high schools to the slow learner has been the problem of according him the recognition so necessary to establish his dignity as a person and the incentive to spur him to greater efforts. All adolescents are severe judges of others and of themselves and are quick to detect disapproval, condescension, sentimentality, or indifference. Recognition by teachers of the slow learner's need for status is best summarized in this excerpt from the report of one school.

*"In certain non-verbal areas where slow pupils often have superior skills, their outstanding achievements automatically serve to give them status and earn them recognition. Qualifying for honor certificates in athletics, school service, and scholarship (ratings in major subjects are averaged, where there is entire absence of failure, without regard to modified content of course in any particular subject area), they stand on a par with other pupils in status and recognition. Their accomplishments in school service and in athletics often make them outstanding figures in school life."*

*"In vocal and instrumental music and in various types of work*

*in fine arts, slow-learners in academic subjects often excel and win distinction for themselves. Many of them have been elected to the Executive Council, governing body of our General Organization, and to some of the highest offices in this student self-government organization. As a school, we have never given any certificate in lieu of a diploma at graduation or at any other time."*

**SPECIAL SERVICES OFFERED.** New York City high schools make several special services available to slow learners. Many guidance services are devoted to these students. In schools where there is a large percentage of slow learners, extra guidance time has been allotted. In all schools slow learners are interviewed about personal problems, educational choices, and job placement. In some schools this guidance time is in the form of vocational direction, and special effort is made to coordinate the vocational guidance of the schools with the services of the State employment agencies as well as those of private agencies.

In two communities with a high delinquency rate, the slow learner has profited indirectly by the institution of pilot projects involving psychiatric social workers and psychologists assigned to the area as a team. This expert attention to mental health problems frequently removes blocks which stand in the way of students' progress in school. Of course, this service has been made available only by the allocation of funds by the State, and the service is an exception rather than the rule.

Most school libraries have devoted attention to providing reading material of a nature suitable to the slow learner. This material and a wealth of special audio and visual aids make it possible for the slow student to obtain information vital to his progress. Many schools report that they devote a major proportion of their audio-visual program to the needs of their General classes. Thus, through additional guidance and through the provision of special materials suited to his level, the slow learner can pursue a purposeful and profitable education.

**THE TEACHER OF THE SLOW LEARNER.** The teacher is the key to any educational program but in the instruction of a slow learner, the teacher's personality is the sine qua non of suc-



cess. The values of improved methodology and techniques fade into insignificance compared to the importance of the right personality. Perhaps most important is the fact that the teacher must be able to identify with the slow learner and establish rapport. Usually a slow learner has been so accustomed to disapprobation that he must know that he is liked if he is to cast off his cloak of resentment. Even when praise is given, warns one school, it *"must always ring true with no overtones of pretense or trace of condescension."*

The teacher will need to be generously endowed with patience and ingenuity. He must have patience and the understanding to present subject matter piece-meal, step by step, slowly, concretely, and skillfully. He must have the ingenuity to build adolescent interests and the problems of daily living into worth-while units of work, and the imagination to think up clarifying illustrations and illuminating analogies. At times, he must elicit the creative spark, at other times he must throw a figurative life-line to the plodding thinker, and at all times he must be the encouraging but unobtrusive center of activity. The teacher need not be a specialist nor an academic scholar, but must have broad fields of interest.

It is obvious that teachers possessing all the desirable qualities are not always available in large enough numbers in each school.

Several schools select teachers for slow learners from among the volunteers on their faculty. Most schools are forced to rotate personnel to make certain that no one teacher is overburdened. Many in-service courses in teaching the slow learner have been offered. Departmental chairmen have recognized the supervision problem and have seen to it that the teachers who are intuitively gifted are supplemented by a larger number who have become skillful through training and practice.

**STANDARDS.** The high schools can no longer turn out a uniform product with standard attainments in the various fields of knowledge. For widely varying degrees of ability, there must be varying standards of performance. The standard set for the slow learner is the degree of accomplishment which one may expect as a result of a reasonable amount of effort and application. Schools have recognized that the fact that the slow learner cannot

master the conventional high school curriculum should not prevent school success. The slow learner has been provided with curriculum experiences which make possible success rather than frustration and failure. These pupils are kept working to the level of their ability on second track conventional courses, on newly created courses, and in core curriculum classes. In some subjects such as clerical practice and record keeping concrete goals within the ability of the learner are set.

**GRADES.** Since achievement in the second track courses and courses adjusted for General pupils cannot be compared with the standard of achievement in the academic classes, some schools have different rating scales. In order not to confuse the best performance of slow learners with the outstanding achievement of superior students, some schools have set maximum marks for slow learners (75 to 85%). Higher marks are then confined to students pursuing an Academic or Commercial course. Some schools, too, have set minimum pass marks for honor classes so that a passing student in an honor class may not get less than 75%. Some schools, however, have no ceiling on marks to be given to the General course pupil. But most of these schools use a code for identifying a rating given to a General pupil such as placing a "G" after the mark.

**EARNING SUCCESS.** The schools have taken pains to make sure that pupils will not learn to "expect the cheap success of reward without labor." The high schools have never promoted all children. The "goldbricker," who tries to sit out four years of high school, is generally not passed. A student who has sufficient ability is placed into the regular Academic or Commercial course, and if he then refuses to work to his capacity, he is failed. Poor citizenship attitudes and lack of application to tasks that are on the level of the pupil's abilities are universally offered by schools as justifiable reasons for failure. The slow learner, like others, must learn to endure some frustration and even defeat. Regular attendance, good effort, diligence, and reasonable accomplishment are the bases for passing in all schools.

**DELINQUENCY AND THE SLOW LEARNER.** Behavior problems in the high schools may stem partly from the pupil's lack of



interest in school work. If the school does not adjust its program quickly enough and effectively enough to meet the needs of its student body, many resentments may be built up. Some adolescents, compelled by law to go to school and face failure, may become passively indifferent or resort to truancy. Others may manifest misbehavior and rebelliousness. The high schools in New York City have recognized the need for adjusting their program of studies, and many changes have been made.

Yet the impression held by many that slowness in school *per se* causes juvenile delinquency has no factual basis. Anti-social behavior has no academic qualifications; juvenile delinquents are recruited from all intellectual levels of the school population. While it is true that a school program poorly adapted to his needs may make a slow learner into an unhappy, maladjusted individual easily led into delinquent behavior, the same is true of the normal and bright student. Indeed, the more heinous of recent juvenile crimes seem to have been perpetrated not by "slow learners," but rather by youngsters of superior intelligence.

**DROP-OUTS AND THE SLOW LEARNER.** In 1906 Dr. William H. Maxwell, Superintendent of Schools, made the following statement. *"In the first place, it should be said that where a child, after a fair trial, is shown to possess mental powers of so inferior a nature that he cannot grasp the high school studies, he should not only not be prevented from leaving high school, but he should be encouraged to leave. It is far better for a boy who cannot study Latin and algebra and science to advantage that he should leave school and go to work—provided, however, that the school has nothing else to offer him that will stimulate his dormant faculties into activity."* Since the schools at that time had nothing else to offer, each year over 30% of the high school students dropped out before completing their courses.

In recent years the holding power of the high school has greatly increased. A half century ago only 9 percent of high school entrants in New York State remained to graduate. In 1953 the percentage had risen to 46 percent. It is likely that a large proportion of the increase in the number of young people completing high school is composed of slow learners who formerly would have dropped out of the traditional high school course.

**ROOM FOR IMPROVEMENT.** Despite this rise, however, the figures reveal that more than half of the high school youth in this State still leave school before graduation. In the academic schools in New York City the drop-out rate is much more favorable, for over 65 percent of those who enter remain to graduate. A recent study indicates that most of the drop-outs come from the ranks of the slow learners. Low intelligence, poor reading ability, and retardation, the characteristics chiefly associated with slow learners, are also the most important reasons for students' leaving school before completion of the high school course.

A major achievement of American educators, therefore, has been the adaptation of the high school curriculum to meet the needs of a greater number of slow learners. A major challenge is to increase the holding power of the high school so that the majority of students remain in school until graduation.

**SOME CONCLUDING THOUGHTS.** A few years ago, the Harvard report, *General Education in a Free Society*, described the slow learner as "the unsolved problem of the high schools." The answers to the questionnaire and our study of procedures used in New York City reveal that much progress has been made towards its solution. The Committee wishes to offer several generalizations and suggestions as a result of its study.

1. Most New York City high schools realize that each must evaluate its practices now, for in several years their facilities will be taxed by an influx of large numbers from the lower schools. The high schools are particularly anxious to extend their remedial reading and arithmetic programs in order to reduce the disabilities of their entering pupils. It might be well to consider whether children who are a number of years retarded in these skills should not spend an extra year in the lower school, especially since the lower school in many instances is better equipped to offer remedial services.

2. At present there are nineteen C.R.M.D. classes in the academic high schools. The pupils who are in these classes remain for a year or two. At the end of that time they leave to go to work or they enter the General course. The high schools that have C.R.M.D. classes, taught by specially licensed personnel, report favorable adjustment on the part of the students and find such a



course highly satisfactory. Other schools would like to provide similar services for the increasing number of pupils who need it. In the budget for the coming year, the High School Division has requested a great increase in the number of C.R.M.D. positions.

3. The Core program and the correlated studies program (usually English and social studies taught by a single teacher) have been widely used in the 9th year for the slow learners. In a few instances it has been introduced in the 10th, 11th, and 12th year. The schools that have the most extensive experience with the Core program are enthusiastic and wish to continue experimentation. They believe that a longer time bloc, under the direction of one teacher, makes possible better guidance and encourages more direct attention to the special needs of slow learners.

4. Visual and auditory aids are used widely with ever-increasing success. Schools also list as desirable a comprehensive system of excursions and trips in order to make better use of community resources. The difficulty of arranging teacher's schedules and the present organization of high school classes have prevented greater use of community resources at the present time.

5. Most schools report greatest success with slow learners in such fields as homemaking, industrial arts, and second track commercial courses. Although most slow learners show no high aptitudes in the manual skills, they are motivated by the immediate application to life and recognize the practical value of such courses. It is noteworthy that newly constructed secondary schools are equipped with more shops and homemaking facilities. Since slow learners do relatively better work in such fields, these additional facilities should make possible a program that can be more easily adapted to the needs of the entire student body.

6. The schools feel the need to clarify standards of grading and promotion for the slow learner. Despite the fact that a wide spread of abilities exists, it may be possible and desirable to set up some fixed minimum for high school graduation and for qualifying for advanced work.

7. Education for the slow learner is expensive. Since he needs patient and sympathetic understanding from his teacher, he requires more direct, personalized guidance, and therefore more teacher time. Classes for the slow learner must be considerably smaller in order to make possible a more individualized type of

instruction. C.R.M.D. and Core classes are required to be smaller than average size. Besides the teachers of C.R.M.D. and the Core classes carry four teaching periods instead of the normal five periods in order to have additional time for guidance and conferences. Teachers of General classes feel strongly that these classes should also be kept small in size for effective work.

8. Slow learners need more help in coping with adolescent problems and in adjusting to the school situation. In order to get a fair picture of the child it is necessary to check standardized tests and objective measurements with other evaluations, especially taking into consideration emotional factors. To make these essential services possible, without depriving average and superior students of necessary educational guidance, there is need for an increase of administrative allotment for teacher-guidance time as well as provision for psychological, psychiatric, and medical services.

9. The hope of meeting the needs of the slow learner in our schools in the next few years lies not so much in devising new means or procedures, but rather in a more general use of good methods and instructional materials already in practice. In order to make use of good methods already known, faculty meetings and conferences should deal more frequently with the problem of the slow learner, more in-service courses should be offered, and inter-visitation should be encouraged.

10. The cooperation of parents and the community is essential in planning an educational program for the slow learner. Parents need to know that their children—like others—have certain limitations. At the same time, they should appreciate that slow learners, despite academic disabilities, may have strengths which can lead to socially valuable, useful lives. The community—particularly employers—must extend to the student of limited achievement a full measure of understanding, and provide him with the opportunity to gain a respected position in society.

11. The public high schools must provide for all the children, despite the wide variation in ability and potential. Courses for the brighter student must remain as challenging as ever; but the slow learner, proceeding at his own pace, also merits an education which will take him as far as he can go toward full self-realization.



## A Lesson in Cooperation

ROSE VITALE\*

All of us concerned with the education of our children would like to see them develop into fine, upright citizens. Sometimes ordinary school procedures do not provide as much opportunity for direct experiences in citizenship training as does a community project. Recently the need for a thorough-going modernization of the Bushwick High School plant provided just that kind of opportunity where parents, teachers, students, and other members of the Ridgewood-Bushwick community could share in a variety of activities which contributed to the civic training of all of them.

Bushwick High School is one of our real old-timers. After almost fifty years of use it is not only worn, but it is also lacking in many of the facilities we recognize as highly necessary in providing the well-rounded education required by students nowadays. Most rooms lack electrical outlets for audio-visual instruction, and science rooms are inadequate for group or individual experiments. Many seats throughout the building are too small for the larger youngsters of today; in some rooms there are not enough seats. For months, because of hazardous conditions, gas has been shut off in cooking classes. Broken plumbing, unusable toilets, and falling plaster add to the difficulties. The auditorium lacks modern acoustical and audio-visual equipment; gyms are too small; and many classrooms must be used to supplement the limited lunchroom space. More specifics could be listed, but enough has been indicated to point out the existence of a real problem.

Our principal, our chairmen of various subject departments, and our teachers had worked to stimulate necessary action from our Board of Education, for without the Board's approval the modernization of Bushwick would not even have been considered. However, the city authorities seemed not too much moved, for it is only natural that the Board of Education would sponsor its own projects. The difficulty arises when educational projects must vie in the political arena with projects sponsored by other city agencies.

\* President, Bushwick Parent-Teacher-Student Association.

## A LESSON IN COOPERATION

It was at this stage that the Parent-Teacher-Student Association decided to take up this cause of providing a co-ordinated drive for the over-all modernization so sorely needed.

**LEARNING AND DOING.** As we commenced our efforts, we found ourselves learning a good deal of civics. We knew that the Board of Education was sympathetic and had recommended the appropriation of funds for a modernization of our school. However, what was the process through which such a recommendation would result in the actual provision of funds? We soon learned that the City Planning Commission, the Board of Estimate, and the City Council were all involved.

To our dismay, the City Planning Commission deferred any action on the suggestion that Bushwick's modernization be put in the 1955 Capital Budget. This meant that the \$2,400,000 proposed by the Board of Education as needed for a minimum overhaul would remain a dream.

Our problem became this: how could we get our project across to the municipal authorities who could do something to make it a reality, how could we make students aware of their responsibilities in meeting a civic problem of such importance to them, and how could we develop cooperative effort among pupils, parents, teachers, and community organizations to accomplish our purpose?

**PARTIAL VICTORY.** We began by asking the faculty and students to supply us with all the facts regarding our school's needs. We then prepared a four-page brief summarizing the conditions requiring correction. Pictures taken by students were included to help the Planning Commission visualize the situation. Copies of the brief were sent to all members of that body. Parents and students joined in sending postcards, letters, and telegrams. Our local Councilman, our Assemblyman, and many local civic organizations also expressed their interest. As a result, Mr. Bennett, Chairman of the City Planning Commission, received literally thousands of communications requesting that Bushwick be kept in the 1955 budget. At the open hearing of the Commission many of our parents and several students appeared to present our case. The message we brought received a careful hearing. Many newspapers followed up our report with visits to the school and sub-



sequent articles. The City Planning Commission then decided to put Bushwick back into the capital budget, but for only \$400,000.

Elated as we were at this recognition of our need, we continued to feel that a thoroughgoing job was required, rather than a piecemeal effort over a long period of time. Since this whole matter would come before the Board of Estimate, we decided to make another special effort. Again, students in social studies classes were asked to write their representatives on that body if they felt a need existed. Brief discussions in classes raised the question of municipal needs, the role of the Board of Estimate and its membership, and the democratic procedure of calling the attention of officials to a civic need. The student effort was supplemented by thousands of communications to the Board from parent groups and parents, other schools in the community, churches, and other civic groups, including the Bushwick Schools Community League. Local newspapers, such as the *Advertisers' Digest* and the *Ridge-wood Times*, as well as such metropolitan dailies as the *New York Times*, the *Herald Tribune*, the *World-Telegram-Sun*, the *Daily News*, and the *Brooklyn Eagle* publicized the progress of the campaign, so that at all times the citizens of the community knew the exact amount of progress that had been made and the next step which was to be taken.

To the open hearing of the Board of Estimate came not only parents, but a number of students selected in social studies classes to report back on the deliberations of this body, and to represent Bushwick before a meeting of the City Council slated for the same day. We were given the opportunity to discuss the "Bushwick Story," and to introduce such evidence as chunks of newly fallen plaster. We could sense now the sympathy that the Mayor and the Board of Estimate felt.

While all this was going on, many of our students were thrilled to receive answers in writing from Borough President John Cashmore and from the Mayor indicating their concern with this matter. This evidence that a student-citizen in a democracy can write his representatives and receive courteous replies and subsequent action taught our youngsters a valuable lesson.

**SUCCESSFUL LESSON.** After due deliberation, the Board of Estimate voted to include the full sum of \$2,400,000 in the 1955

capital budget. As we look forward to the work to be begun, we all — parents, students, principal, faculty, and community — are proud of this fine lesson in citizenship we have all been privileged to share: that in a democratic process citizens of all ages can recognize common needs, find machinery to meet these needs, get the opportunity to be heard, and, having a real case to present, enlist the support of authorities for required action.

### THE GOOD OLD DAYS: EXTRA JOBS

#### RODGER GILES SURGIN:

Parish clerk and skule master. Groser & Hundertaker respectfully informs Ladys & Gentlemen that he droers teef without wateing a minit. Applies laches every hour. Blisters on the lower tarms, and visicks for a penny a pease. He sells godfathers kordales. Kuts Korns. Bunyons. Doctors hosses. Clips Donkies wance a munth & undertakes to luke arter every bodies naylas by the ear, joes-harp, penny wissels. Brass Kanelsticks, fryin pans & other moozikal Hinstrumints hat grateley reydoosed figers. Young ladys & gentlemen larnes their grammur and langeudge in the purtiest mannar. Also grate care taken off their morrels and spellin. Also zarm-zinging tayching the base vial. And oll other zorts of fancy works. Quadrils pokers weazles and all country dances tort at home and abroad at Pertekshun perfumery and snuff in all its branches as times is cruel bad. I begs to teel ee that I just begunned to sell all sorts of stashonary ware, cox, hens voulds, pigs and all other kinds of poultry. Blackin-brishes. Her-rins. Coles, scrubbin-brishes. Trakel and Godley Bukes and Bibles. Mise traps brick dist. Whisker seeds Morrel Pokkerankerchers. and all zorts of swatemaits including taters sassages and other garden stuff. Bakky zizars. Lampoyle tay kittles and other intoxzikatin likkers, a dale of fruit, hats. Zongs hareoyle. pattins bukkits. grindstones and other aitables. Korn and bunyon zalve and all hardware. I has laid in a large azzortment of trype, dogs mate. lollipops. ginger-beer matches and other pickles. Such as Hepson salts hoysters, Wrinzer sope, Anzettrar. old rags bot and zold here and nowhere else. New laid Heggs by me Rodger Giles sing-ing birds keepped sich as howls donkies paykox. Lobsters. crickets. Also a stock of celebrated brader. I taches grography rithmetic cowstics jimnasticks and other chynee sticks.

Gode save thee Kinge.

(Signboard discovered in a Cornish Village. Now in the Horniman Museum, London.)



## The Art of Composition: A New Approach

IRWIN R. CHERNISS

Brooklyn High School for Homemaking

One of the most pressing problems facing the English teacher of today is that of improving the student's composition. Many teachers have agreed that there is entirely too much error, slovenly writing, awkwardness of expression, clumsy handling of ideas in exposition and description, and the like. We have got to find some relatively simple, easy-to-explain, effective method of teaching the child how to make his composition more truly expressive of just what he wants to say, and we want to teach him how to say it in an interest-holding, clear and pleasant way. This, in short, is our problem. Evidently, we need a change, a new approach to written English.

What are the difficulties involved in the present methods? It is important for us to determine these before attempting to find a new approach. It can, it seems to me, be easily seen, upon examining grammar and composition textbooks, observing teachers in their classrooms and teaching the subject itself, all of which I have done, that the prevalent difficulty lies in our consistently becoming enmeshed in the formalities of the language, i.e., the form, and forgetting or neglecting the essence, or the content. We have, here, once again, the old question of form vs. content. Both, of course, are important, but we must not let one obscure the other. Thus, under the present pattern, the child becomes so deeply involved in trying to produce a "perfect" sentence, "a group of related words containing a subject and a predicate and expressing a complete thought" (according to traditional definition), that he never really learns how to put these sentences together in the proper context to form an interesting, varied, and informative paragraph which is clear and easy to understand. He is more concerned with turning out a finished part (sentence) than a finished whole (composition). As a matter of fact, the whole concept of the sentence is based on a somewhat insecure premise — that there must be a subject and a predicate, as well as a complete thought. In ten books on grammar and composition that I examined there was no deviation from this traditional and outmoded concept, with

## THE ART OF COMPOSITION

the exception of one case, and that on the college level. In this book, the author, Lucia B. Mirrielees,\* at least discards the "complete-idea" theory as being ineffectual, for the word "complete" is subjective — no sentence can ever be complete, since language is a means of economy. She does, however, maintain, the subject-predicate concept.

The shortcomings of our present methods of teaching the sentence, for example, can be seen by noting the great numbers of run-on sentences, fragments, and comma blunders still turned out by our students today. Students balk at the "complete-thought" theory, and are confused by the expression "relatively complete" and by the caution that nothing in the way of language can ever be "really complete." We are not teaching the sentence, or for that matter the whole subject of composition, effectively to our students. Their test papers show it, despite our persistent insistence that we give plenty of drill in sentence work, composing sentences into paragraphs, and then into whole compositions, and much homework on the topic. Apparently even our training of our children in "juggling" sentences, or parts of sentences — inversion, simplification, interchanging of main and subordinate clauses (always within the conventional framework) — is not sufficiently effective in teaching them sentence variety and sentence "sense."

As a matter of fact, why bother teaching the sentence at all? Why not go to the root of the problem and teach the essence — organization of thought? This is where the New Approach comes in. It seems to me that the whole problem of teaching children how to handle their language effectively can be greatly simplified and the results improved by treating the written word as a means of communication, just as we treat the spoken word in oral English classes. Let us consider the written language merely as a method of preserving and sending the spoken word. This, incidentally, is true. Punctuation marks are means of indicating changes in meaning — inflection, tonal pattern, etc. — in the oral language and should be treated thus in writing. This will help the child greatly in the proper placement of punctuation and the proper construction grammatically and linguistically. It is a relatively simple matter to teach the

\* Lucia B. Mirrielees, *Teaching Composition and Literature*, New York: Harcourt, Brace & Co., 1946. Rev. Ed.; p. 80.



child to speak clearly and logically and that will then be our main problem. It should not be too difficult to teach him to translate this skill from the oral to the written plane. The teacher may say to the class, for example, "How would you say this if you were going to speak about it?" When the pupil describes the scene, or the process, or the incident, the teacher will then tell him to write down what he has just said, and will show him how to translate his oral expression into written expression by the appropriate use of punctuation, construction, and so on. The teacher will explain to the class, in teaching grammatical construction, word order, and punctuation, the purpose of each symbol or arrangement in conveying the original oral expression in writing. The comma, she will say, indicates a slight pause; the semicolon indicates a greater pause between two thoughts that are to be given distinction but that are not completely unrelated. A colon is merely an arrow: it points to what is coming next in line. A period indicates a drop in tone in the spoken language and an even greater pause than a semicolon, for the thoughts to be separated in this case are even further apart than when the semicolon is used. Thus grammar, punctuation, and word-order will be given practical meaning and will be purposive, not just so many entangling rules and laws which are far-removed from the student's immediate need, or at least seem so to him. Each part of speech, each punctuation mark, each specific order or arrangement will then play a more meaningful role, that of indicating this meaning, or that shade of meaning, not merely that of modifying a certain type of verb or noun, or of indicating a certain tense.

**BASIS IN ORAL COMPOSITION.** The job of the English teacher will thus become one of teaching primarily oral composition. For once the student masters the art of effective oral expression, the task of getting him to translate this knowledge or ability into the written field should not be difficult. There will be constant reference, in teaching written composition, to how the problem would be solved in speaking, how this would be said, how that idea might most effectively be communicated to the audience. Then, says the teacher to the student, go right ahead and do the same thing on paper — use your linguistic tools to illustrate how you would say it orally.

The next problem that arises is that of handling the differences between oral and written composition. This method of teaching written composition through oral is but the beginning of language training. We must face that written English is not the same as oral English, and must show the student why this is so and just how to deal with the problem. We must show him, for example, why we allow ourselves more freedom in writing than in speaking. In reading the written statement, it must be explained, one may look back over a complicated sentence, a long word, an involved concept. In listening to an oral address, on the other hand, the man who doesn't understand a certain word or who has missed an idea cannot ask the speaker to repeat or to go back. This is especially true of radio and television. Only in private, personal, informal conversation will the speaker be willing to repeat or explain parts of his speech. Therefore, the oral address must be relatively simple, must not contain too many difficult words, must not present any very involved sentences or grammatical construction, or the listener will be confused and will not "get the point." On the other hand, when reading an article, a person may go back a sentence or a page, ponder over the meaning, look up a troublesome word in the dictionary, think about a concept, and generally take his time. This chief difference, the fact that the printed word is *before the recipient* while the spoken word is not, accounts for our handling the written word differently from the spoken word.

Since our objective is to treat written English as a means of recording oral English, we must naturally begin the course by stressing the similarities, and not the differences, between the two. Just as the mathematics or physics or chemistry course proceeds from fundamental principles to higher points of theory, so must our functional composition course start with the fundamental principles common to both forms of the language, from which we may continue to higher, more complex theory, and deal with the beautiful and fine points of our language from a literary rather than from a purely mechanical point of view. This "code" may of course be modified (and certainly should be, in compliance with the principles of modern pedagogy) to fit the needs of the class and even of the individual student. In a particularly "bright" class the teacher may advance more rapidly to literary considerations, point-



ing out sooner the differences between written and oral composition, and may thus concentrate on the further development of these differences — essentially style and idiom. Here the teacher will take up such items as thought organization, order of utterances or statements, construction of the larger thought unit — the paragraph, manipulation of the smaller thought unit — the statement (I deliberately do not use the term "sentence" here), and the use of the basic unit of language — the word — to construct these statements, and then paragraphs, and ultimately the complete composition. Further analysis of the word into its component elements, the stem and the affixes, need not, of course, be considered until the student reaches higher studies in language, except in small amounts as enrichment material or supplementary work for those interested.

**THORNY PROBLEM OF THE SENTENCE.** This by-passing of the sentence is intentional, for this author believes that it is an artificial, cumbersome, and useless definition, and is thus confusing and misleading to the student. Yes, the sentence must be eliminated from our language, at least as it stands in definition today: "a group of related words containing a subject and a predicate and expressing a complete thought." Why should we maintain such grammatical thorns in our linguistic flesh as this outworn definition of the sentence, and then find ourselves trying desperately to justify the existence and use of such "sentences" as "Fine!" — "And again, too." — "Sure." — and so on, ad infinitum. Why unload all our unnecessary paraphernalia upon the student, and confuse him with such terminology as Jespersen's "articulate, semi-articulate, and inarticulate"\* sentences, "complete-thought" or "complete idea," sentence fragment, run-on sentence, and so on? If we kept such terminology and definitions, what would be our policy toward these "unorthodox types" of sentences in the classroom? Certainly we could not outlaw such "sentences" in our classes, for the students would not be able to reconcile our attitude with the fact that these types *are used*, and to decided advantage, by the "good" and even by the "great" writers of today and yesterday. Yet we must teach our youngsters how to develop a

\* Kathryn McEuen, "Is the Sentence Disintegrating?" *English Journal*, 35:433-438; 1946.

clear, comprehensible, pleasant, accurate, and original style of writing, and we know that, left to themselves, they will not do as good a job as do experienced writers when handling such tools. Disconcertingly large numbers of students today continue to make the usual sentence errors, comma blunders (splices), run-on sentences, and fragments, and are not able to handle their language effectively, as is so often discovered in college-entrance examinations — quite late in the student's career, you will admit. Yet the prospective college students are supposed to be the "best" material, scholastically and intellectually. What can be said, then, of the others, who form the vast majority of the pupils? Of course, there are those students who are not confused by and do not question our definitions of "sentence," but obligingly "learn" how to write the kind of sentence that contains a subject and a predicate and expresses a "complete" thought, and who therefore make our job easier and please us no end. These are the students we should worry about if we are really interested in the younger generation and the future of our country, and not so much those who are intelligent and quick-witted enough to question our narrow and artificial categorizing of "types of sentences" and what makes a sentence.

**ROAD TO LANGUAGE MASTERY.** The teacher must make the student master of his elements of construction in much the same way as the artist becomes master of his elements — line, form, light-and-dark, and color. Just as the painter is concerned primarily with the final *arrangement* of his elements on the canvas, and uses these elements only as a means to that end, i.e., the arrangement, so must the student of writing be taught not to let any of his elements become an end in itself, but to build these elements into a unit that expresses his meaning in the most effective way. More specifically, if a student gives as an isolated "sentence": "Only because of her nagging," he should be told that this is wrong, not because it is not a sentence but because it is meaningless as it stands. If, however, he presents a composition in which the following appears, he should be told just *why* it is permissible — it is understandable, and has meaning because of the context: "... And why did he turn to drinking? Only because of her nagging."



Much drill, exercise, and practice will be required on the part of the student, and adequate demonstration and literary examples on the part of the teacher, to perfect the student's skill in composition. The importance of examples and illustration by the teacher cannot be overstressed, because we will have no such strict and narrow set of rules as before for the children to memorize and follow. It is always somewhat more difficult initially to steep oneself in, and thoroughly learn, a method or style which lacks a definite set of confining rules. Needless to say, in this case it is far more satisfactory in the long run. The pupils will need extra and particularly skillful guidance in composition, both oral and written, and will not merely memorize a formula or set of mechanical rules to apply in a given case. This new method will, if handled properly, be a great aid to both the teacher and the student, and should help provide the fertile atmosphere conducive to learning to write originally and interestingly, though, of course, no guarantee can be given that all students taught under this system will be "great" writers. Also, the written language will then be brought "up-to-date," or at least closer in time to the spoken language, which is usually quite far ahead, evolutionarily speaking.

**DISCARDING THE OLD PATTERN.** It is to be expected, of course, that there will be some little difficulties in the beginning, but these will be chiefly organizational in character and will be a small price, indeed, to pay for the increased efficiency and ease with which the students will eventually learn to write. There are great possibilities here for ingenuity and inventiveness on the part of the teacher. Similarly, there is much more freedom for the imagination and ability of the student. With all the errors, imperfections of style, and other defects that are to be found in newspapers, magazines and even books on the market, as well as the many examples of effective handling of the language, we are, fortunately, well-supplied with material for such a project. Students can keep scrapbooks of examples of good and bad, or rather let us say *effective* and *ineffective*, writing, and teachers can do likewise, in order that they may be adequately prepared when students' supplies are low. We should not overlook the students' own compositions, of course, as they usually contain abundant examples and are nearer to home. Contests can be held, and the

class can be the jury to decide whether or not the contestants have succeeded in mastering their elements well enough to be able to say what they want to say in the best possible way. The infinite possibilities offered by this New Approach cannot even be suggested within the scope of such an article as this, and it is probably not necessary: they are apparent, or will be upon consideration.

Shall we continue to confuse and entangle our students with the intricacies resultant from unwarranted attempts to press a living language into the mold of a dead one, or shall we give them freedom and guidance to help them master the living language and turn it to their needs and useful pursuits?

#### SUFFERING COW! A BOVINE MENTAL-HYGIENE APPROACH!

I have a dairy-farmer neighbor who believes in discipline and obedience, both in the house and in the barn, a sort of elderly top sergeant. Every time I have gone to the barn with him to look at his cows he stops at the door to pick up a pitchfork. And just as in the army barracks all the soldiers leap to attention when the commanding officer enters, all his cows promptly scramble to their feet and with wary, semiturret eyes, follow his every move. Occasional laggards get pricked, lightly but with authority, as a warning to mend their ways.

Not that my neighbor is cruel, though he can be pretty rough when he loses his temper. Rather, I should say, he regards his cows as so many machines to do as he wishes and when sufficiently fed to produce milk. Except at milking time, when any recalcitrance is countered with the pitchfork, he pays little if any attention to them, no more than to his tractor after he's parked it in the shed. And he is always complaining that he doesn't make as much milk as he should from some twenty cows, with adequate hay, silage and grain.

I believe the explanation is found in a slight quivering down the flanks of each cow as he walks along the gutter, in the apprehension in their eyes as they recognize the pitchfork. His cows are plain nervous, always prepared for the worst, and nervous cows don't make milk. He has never tried to know them, to establish a bond of confidence with them, to treat them as the responsive creatures they are.

—George Rehm, in "Get to Know Your Cows,"  
*Country Gentleman*



## Education in the News

*Accuse not Nature: she hath done her part;  
Do thou but thine.*

—MILTON, *Paradise Lost*

In the realm of commercial advertising, be the product beer or cigarettes, bath salts or toothpaste, announcers frequently cause a lot of teeth-gnashing when they declare that "everyone in town is talking about the NEW something or other." This is utter rot as "everyone in town knows." But presumptuous as it is, it must ring the cash register, else it would not be the high-priority ballyhoo that it is.

In education, however, everyone *is* talking, evaluating, criticizing, with heat and passion, the progress we've made away from the authoritarian to the democratic classroom.

In the so-called normal schools the weight of opinion is stridently on the side of more and more democracy, with tables of statistics to prove not only its (the program's) foundational values, but its concomitant social values as well.

From the so-called less favored school areas where social, economic, and intellectual patterns are sub-standard, doubts have crept in to sour somewhat the jubilee atmosphere engendered by the seven-league-boot strides away from the traditional school of "assign, study, recite, and test. . ."

What is the nature of the unrest? It concerns such questions as these: "What is permissiveness?" "Where is the line between liberty and license?" "When does freedom become anarchy?" And the super-pivotal, thought-provoking question: "Are there degrees of readiness, and degrees of freedom commensurate with degrees of readiness?"

If the curriculum is total, and if education, like the beating of the heart, goes on twenty-four hours a day, then classroom tasks are only remotely similar in the favored and less-favored communities. Their dissimilarities being greater than their similarities, it seems patently obvious that though ends may be the same, the means cannot be. Yet, though this may be denied, there exists a pattern of homogeneity in teaching which ignores substantially elementary truths. Actually, for the most modern teaching practices

## EDUCATION IN THE NEWS

to exist, there must be a foundation of apperceptive experience, not only in the early development of good habits, but of an equivalent apperceptive mass in home living. Where this type of experience does not exist, a child may not be ready for modern education; he may have to live through a period of readiness in which some of the older techniques of pupil and school control take precedence over more approved modern methods.

On the loftiest theoretical grounds *any*—that is, *every*—teacher should be able to index her class by way of a homemade Univac to the end of bringing about the most exact and intimate relationship between a class' station and needs, and the teacher's ability to mesh gears harmoniously. In practice, optimum success is attained mostly when the teacher's normal outlook is complemented by a class' "inlook." Except in cases of teachers who are trained for C.R.M.D., Opportunity, and Adjustment classes, the average teacher, old, young, or medium-rare, is carrying a load far in excess of what is generally known or supposed.

Whence this trek into the forest of reality? A recent article in the September, 1954, issue of the *School Review*, by L. Edwin Hirschi, of the William M. Stewart School, University of Utah, entitled "A Student Evaluation of Classroom Procedures," set me off.

The article dwells on the subject of pupil attitudes in the modern, democratic classroom vis-a-vis the older authoritarian drillmaster situation. My own reaction was a little off-beat in that the article acted as (S) and my (R) was to shy away from a study (only a questionnaire) of what appeared to be a screened, selected group of pupils. I would be much more interested, at this time, in projects directed toward less standard groupings. However, several of the questions and a number of the answers are interesting and should be explored. The table which follows speaks for itself. I should like to make some comments thereon.

From the language of the summary one is led to appraise the classes as normal or better. This raises the question relative to pupil responses if the questionnaire had been submitted to slow learners.

A number of the questions are of the begging kind. For example, questions 4 and 5. What do these questions prove? Only that most pupils would respond likewise. Very few pupils—think back,



# HIGH POINTS [April, 1955]

## RESPONSES OF 106 PUPILS IN EIGHTH- AND NINTH-GRADE MATHEMATICS CLASSES TO ITEMS ON A CLASS APPRAISAL SHEET

Item	Number of Responses*	
	Yes	No
1. Would more pressure from the teacher expedite your learning?.....	24	92
2. Would you like a more quiet class.....	58	55
3. Would you prefer to be seated away from your best friends to avoid interference?.....	32	81
4. Would you prefer to hand in more assignments?.....	33	83
5. Would you like more tests?.....	43	73
6. Would you like to work at the blackboard occasionally?.....	66	51
7. Would you like more drill or review of mathematics vocabulary?.....	87	29
8. Would you like to have more opportunity of explaining to the class how you did certain problems?.....	46	68
9. Would you like to have more out-of-class assignments?.....	23	92
10. Would you care to participate in keeping interesting items on the bulletin board?.....	95	21
11. Recognizing the limitations of our classroom, do you prefer a seating arrangement other than parallel rows?.....	68	47
12. Do you want more voice in what we study?.....	65	50
13. Are you satisfied with the notebook system used?.....	100	15
14. Do you see a need for class organization—president, etc., or leader, recorder, etc.?.....	13	103
15. Does the teacher provide ample opportunity for special help both during and outside of class?.....	111	5
16. Are you comfortable in the presence of the teacher?.....	105	11
17. Does the teacher embarrass you excessively?.....	8	106
18. Is the teacher reasonably fair to all students?.....	109	7
19. Does the teacher waste time?.....	4	112
20. Do you feel the teacher has enough knowledge of the subject?.....	114	2
21. Is there enough fun and pleasantness in the class?.....	86	30
22. Does the teacher show an interest in each student?.....	102	14
23. Do you feel that the teacher often refuses to admit he is wrong?.....	9	107
24. Is the teacher's communication sufficiently clear and accurate?.....	108	8
25. Does the work move along rapidly enough for you?.....	106	10

\* The total of "Yes" and "No" responses for all items is not 116 because of omissions on the part of a few students.

## EDUCATION IN THE NEWS

think back!—will voluntarily ask for more assignments and more tests. We are led to assume that the pupils who answered "yes" to those questions were the brighter pupils, among whose number there were the inevitable mark-happy ones.

Since the majority do not wish for more assignments, the necessary drill inherent in homework assignments must be made up in class. Hence, a majority—question 7—favor more drill and review!

Question 14 is interesting in view of our zeal to support student government. Note that the overwhelming majority of the pupils do not care for the class organization of president, etc. Perhaps we should examine our own class officer setup relative to its effectiveness as an instrument of promoting democratic school citizenship.

Question 15 is interesting, even exciting, in that it raises notions about other communities' handling of individual help and remediation to needy pupils. These areas constitute significant and, at present, unresolved problems.

JACOB A. ORNSTEIN

East Elmhurst J.H.S. 127, Queens

## CONCRETE VS. ABSTRACTION

Mathematics came into being when some primitive genius discovered that counting could be done in the abstract. Before his day, men had been able to count, say, three stones, or three tigers, or three trees. Our genius, in a great burst of imagination, conceived of three as an abstract number and found that he could apply it to anything and to all things.

This is a step most of us are capable of today, even after the worst our schools can do to us. But some people never grasp even this elementary abstraction properly. They are like the members of a class of student nurses, whose sad story I heard recently. In order to be able to mix medicines accurately, these girls were taught for a whole term about fractions, with pints, quarts, and gallons of milk used as examples. In their final examination they were asked to calculate the mixture they would get if they mixed a quart of vanilla ice cream with two-thirds of a quart of chocolate. Seventy per cent of the class failed. Their imaginations did not stretch from milk to ice cream.

—Mario G. Salvadori, in "Math's a Pleasure,"  
*Harper's Magazine*



## Chalk Dust

*Commendable teaching devices are observed by supervisors at school and by instructors in in-service courses. If the technique is worth praise, it's worth sharing. Send a brief description (150-250 words) to Irving Rosenblum, J.H.S. 162, Brooklyn 37.*

### STIMULATING VOCABULARY GROWTH

To stimulate the growth of vocabulary, we have developed a variety of devices. These are some of the methods that we have found helpful:

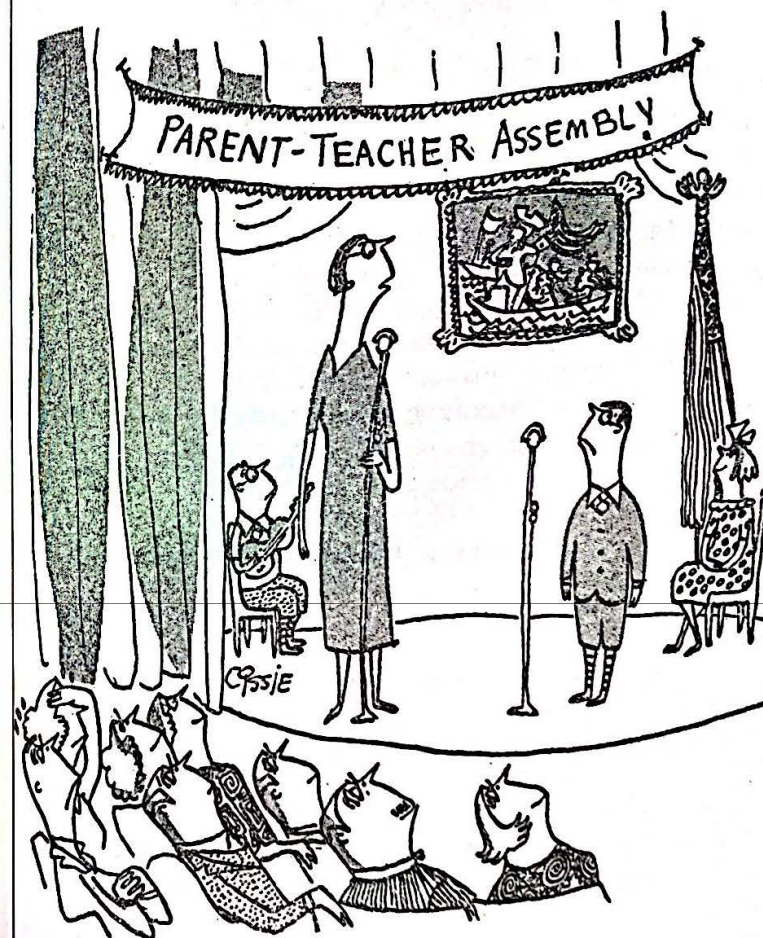
1. As news clippings and items are brought to class, have the children identify new words and select one or two daily for posting on a bulletin board. Include at least one synonym for each.
2. Have each child select one area of interest related possibly to the unit or class center of interest, i.e., boats, vegetables, flowers and the like. Let each child collect related words in individual illustrated booklets.
3. Distribute a variety of scraps of different textures, i.e., velvet, sandpaper, satin, linen. Have the children give descriptive words. For synonyms use the dictionary. Record these on charts for reference and use in children's creative writing. Do the same for words related to sound, odor, color, and so on.
4. Establish a class detective who will watch for the use of new words by pupils in their oral presentations. Rotate this post frequently.
5. Let pupils prepare glossaries based upon their direct experience in science, mathematics, and other subjects.
6. From a collection of special pictures, post one a week. Conduct a contest for the most vivid title and for the longest and best list of words evoked as the result of continual study of the picture.

IDA B. STERNLIEB

P.S. 169, Brooklyn

## HIGH POINTS OF HUMOR

*A cartoon-of-the-month selection  
by J. I. Biegeleisen, Art Department,  
School of Industrial Art*



"Gilbert Pawley will now recite the class motto, and I know Gilbert will recite it loudly and slowly, enunciating every word plainly so that it can be heard clearly by the mothers and fathers seated in the last row."

Courtesy: The Saturday Review



## High Points

### COMPOSITION LESSON — SPRING

The calendar is April, and the sun  
Is April too, and in my students' eyes  
Are April, May, and June in unison,  
With good green earth, blue air, and windswept skies.  
The rooms runs liquid gold on desks, on hair,  
On blackboard slate, on pale disheartened walls;  
And chalkdust motes go dancing everywhere,  
And gentle quiet softly, swiftly falls.

Spring is no casual planetary date,  
No point of time, no desk pad numbered red;  
It is warm sunshine on a whitened slate,  
On scribbly paper and on golden head;  
And in a theme—prosaic, drab of dress—  
Bright wisps of haunting, aching restlessness.

JACOB C. SOLOVAY

Fort Hamilton High School

### THE "MYSTERY WORD"—AN APPROACH TO CURRENT EVENTS

*Blackboard Jungle*, the recent novel about vocational high schools, has stirred every teacher in such schools who has read it to one or more of many emotional reactions—anger, sympathy, despair, sharp agreement or disagreement.

For me it raised questions. I am a vocational high school teacher of social studies. What would I do were I faced with such problems? Are conditions in *my* school anything like what the author describes? What am I doing, as a teacher, to prevent the breakdown of the learning process so blatantly apparent in *Blackboard Jungle*?

I live and teach in a building far worse than the North Manual Trades High School of the novel. Lincoln, it is said, once visited this building to comfort Civil War wounded who lay here. My students are poor readers, loath to read or even carry the textbooks we offer them; they are much more interested in comics; pictures, the sports event of the moment.

### THE "MYSTERY WORD"

Yet it has always been one of my ardent desires to devise some means by which I could really interest my students in current events. If only I could do something to have youngsters go to newspapers on their own and make inquiries about local, national, and world leaders and events! Was there anything I could do to have them spend some time listening to radio or TV commentators?

My first attempt to meet this situation was a subscription to *Our Times*, the weekly publication. Nearly 100% of my students read this weekly because we use it as a text. Then, too, my examinations invariably included some topics from our current events newspaper. While this did meet the needs of some students and did keep them abreast of the times, it did not always bring forth the amount of interest or enthusiasm which should be part of successful lessons. In the meantime voluntary subscriptions to the *New York Times* dropped to an all-time low.

USING SHOWMANSHIP. Then at an unexpected moment while I was watching a TV program it dawned upon me that I might borrow an idea. A popular form of entertainment is the "give-away" program. People just love to answer questions for proper rewards or remunerations. I decided to give it a try. All I had to do was to substitute extra credits or higher ratings for cash prizes. I decided to try it the very next day while my enthusiasm for the plan was at its height. The following are a few illustrations of how my ideas were carried out and what happened.

When I met my first class, I announced that thereafter I was going to devote the last 10 minutes of every lesson to playing a game. It was called the "Mystery Word." I promised rewards of higher ratings to the winners, of whom there would be one each day. The rules were as simple as the game itself. A word was to be written on the board. After 30 seconds or so volunteers would raise their hands to be recognized. (No help from the audience, of course).

The first "word" I tried was a simple, innocent little number "9." There were many volunteers and many answers. Not one among them was correct, even though I emphasized the fact that the number "9" was closely connected with an event of the previ-



ous day. I did not give them the answer. Instead I announced that the reward would be given the next day to the first one with the correct answer. It worked like a charm. Very early the next day, at least twenty minutes before the beginning of the session, I got my first response. It was the ninth anniversary of the establishment of the U.N. There was some grumbling by the latecomers who also had the answers, but they were not too serious. The subject of the next lesson was the U.N.

Another interesting "Mystery Word" was the number "47." This "word" appeared on the board the day after Election Day. It proved to be a very fortunate choice, for the answer was given by a boy who never took much interest in social studies. How proud he was when I, with a great deal of gusto, announced him the winner of the contest (plus the extra credits, of course). This youngster pointed out that only 47 states had had elections because Maine had voted in September. When I asked him where he got his answer, he said it was in the newspapers.

Another "Mystery Word" was a name I put on the board, "Jack Moore." It is so easy to remember the furore it created. I chose this subject at a time when a new constitution was being considered for our G.O. The plan was to study it first and then present it to the students for ratification. How puzzled they were by the name! They all had the same refrain, "I never heard of him"—all except one girl who timidly suggested that the only "Jack Moore" she knew was the president of the G.O. When I announced with the usual fanfare that she was the winner, she shrieked with joy. The next period was devoted to a discussion of the G.O. Some days later Jack Moore himself conducted a lesson on the G.O. He did very well, and the class was pleased. Here are some other subjects used with a great deal of success:

- 1) Grandfather—Judge Harlan  
Grandson
- 2) Plumber—Einstein
- 3) "Ouch, my ailing elbow!"—McCarthy
- 4) Battle of the Beverages—Mendez-France

**HIGHER HOOPER RATING.** This "give-away" program has been a lot of fun for both my students and me. The subjects per se didn't matter very much. The words used were simple and few

in number. In each case an air of mystery seemed to prevail. I believe that in the main the attempt to create a genuine interest in current events was successful. Some of the students really began to scan the newspapers for words, expressions, even paragraphs that might possibly appear in the Mystery Game. The greatest improvement I noticed was in their listening habits. Many of the students found it easier to get possible answers from radio and TV commentators. It was also a great source of satisfaction to find out that the answers were coming in more readily as the days went on. In fact when I "forgot" on a few occasions to include the mystery word in the lesson, there was also a quick reminder from the pupils. Another outgrowth of this "gimmick" is the fact that I secretly welcome incorrect answers, because I can then tell what the students have read or listened to.

I have been teaching for too many years to claim a complete victory for a method so simple. I certainly hope that my classes won't tire of a good thing. In fact I am already considering cutting the "Mystery Word" to three days a week. The least I can say is that we are having fun; and within these walls which reek of old age, we are living not in a jungle, but in a land of peace and harmony.

HARRY WOLLMAN

Food Trades V.H.S.

#### A GUIDE LIST FOR VOCATIONAL HIGH SCHOOL PLACEMENT

One of the objectives of modern elementary education is to "discover, develop, and direct individual interests." As a corollary to this aim, we strive to give children opportunities to make choices so that when they reach the junior high school level they will be better equipped to make the important choice of high school and course in high school.

For the pupil who is taking the regular mathematics, foreign language, science curriculum in junior high school, the choice of high school is frequently not a result of soul-searching and abundant vocational information. He usually continues his course of study with some enrichment in the high school in other academic and commercial subjects, and graduates with a Regents diploma.



The pupil who will be called on to exercise the power of self-evaluation and self-direction is the one who wishes to continue his education and at the same time to develop a marketable skill.

**USEFUL RESOURCE.** To help these pupils we have devised a partial, but adequate, list of vocational courses alphabetically arranged. The schools offering these courses are indicated. We have attempted to recommend three schools where possible so that the pupil will be able to indicate his three choices as requested on the junior high school application for admission to high school.

The information for this guide list was culled from the booklet of the Bureau of Educational and Vocational Guidance entitled "Directory of the Public High Schools of the City of New York." However, the courses listed in the booklet are indicated under individual schools. This list seeks to telescope the information offered in the directory and may be used as a supplement to the directory.

The schools that are listed have been selected because of the appropriateness of their curriculum to the vocation, and because of the convenience of travel for pupils in the Bensonhurst area.

This list is distributed to all ninth-grade pupils in Seth Low Junior High School and is used by social studies classes in other grades as a frame of reference and point of departure for studying the diversified offerings of vocational high schools in New York City.

It was borrowed from us for use by the Group Vocational Guidance Program of the B'nai B'rith in its counseling, and is presented below because it might be suggestive to guidance counselors in other schools.

COURSE	VOCATIONAL HIGH SCHOOL
1. Advertising art	School of Industrial Art, Wm. H. Maxwell
2. Apprentice chef training	Food Trades
3. Aviation mechanics	Aviation Trades, East New York
4. Architectural drafting	Alexander Hamilton, School of Industrial Art
5. Art metal work	George Westinghouse
6. Auto body and fender repair	Automotive Trades, Chelsea
7. Auto mechanics	Automotive Trades, East New York, Chelsea

COURSE

8. Automotive trades
9. Baking
10. Barbering
11. Beauty culture (Boys)
12. Beauty culture (Girls)
13. Boat building
14. Body and fender repair
15. Book and job makeup
16. Building construction
17. Building maintenance
18. Building trades
19. Cabinet making
20. Cafeteria and catering
21. Cafeteria and tea room (Girls)
22. Cartooning
23. Ceramics
24. Clock and watch mechanics
25. Collision work
26. Cook and chef
27. Commercial art
28. Commercial and domestic refrigeration
29. Commercial photography
30. Costume Design
31. Dance
32. Dental mechanics
33. Dentist's office assistant
34. Dietetics (Preparatory)
35. Doctor's office assistant
36. Drama
37. Electrical installation
38. Floristry
39. Forge work
40. Folding paper box making

VOCATIONAL HIGH SCHOOL

William E. Grady, Automotive Trades  
 Food Trades  
 Metropolitan  
 Metropolitan  
 Wm. E. Grady, H.S. Homemaking,  
 Sarah J. Hale  
 Metropolitan, East New York  
 Chelsea  
 Printing  
 Alexander Hamilton, Chelsea,  
 E.N.Y.  
 Alexander Hamilton  
 Alexander Hamilton  
 Wm. E. Grady, Alexander Hamilton, G. Westinghouse  
 Food Trades  
 Homemaking, Sarah J. Hale, Food Trades  
 Industrial Art, Wm. H. Maxwell  
 Industrial Art  
 George Westinghouse, N.Y. Vocational  
 Automotive Trades  
 Food Trades, Homemaking  
 Industrial Art, Wm. E. Grady, Wm. H. Maxwell  
 Machine and Metal Trades  
 Industrial Art, Metropolitan, Printing  
 Industrial Art, Needle Trades, Sarah J. Hale  
 School of Performing Arts  
 G. Westinghouse, Central Com'l, N.Y. Voc.  
 Homemaking, Central Commercial  
 High School of Homemaking  
 High School of Homemaking  
 School of Performing Arts  
 Wm. E. Grady, Alexander Hamilton, G. Westinghouse  
 Central Commercial, N.Y. Voc.  
 Alexander Hamilton  
 Chelsea



HIGH POINTS [April, 1955]	
COURSE	VOCATIONAL HIGH SCHOOL
41. Foundry	Alexander Hamilton, Machine and Metal Trades
42. Fur garment manufacturing	Central Needle Trades
43. Garment machine operating	Wm. E. Grady, Sarah J. Hale, Cent. Needle Trades
44. Gas service station management	Chelsea
45. Graphic arts	Printing
46. Hand typesetting	Printing
47. Hairdressing	Metropolitan
48. Homemaking and dietetics	High School of Homemaking
49. Illustration	Industrial Art, Wm. H. Maxwell
50. Industrial design	Industrial Art, Wm. H. Maxwell
51. Jewelry design	Industrial Art
52. Jewelry making	George Westinghouse, Chelsea
53. Machine shop work	Wm. E. Grady, Alexander Hamilton, Williamsburg
54. Machine typesetting	Printing
55. Meat merchandising	Food Trades
56. Mechanical drafting	Alexander Hamilton, Chelsea
57. Medical secretary	High School of Homemaking, Yorkville
58. Medical and dental technician	High School of Homemaking
59. Men's clothing manufacturing	Central Needle Trades
60. Merchandising, food stuffs	Food Trades
61. Maritime trades	Metropolitan (S.S. Brown)
62. Modeling (Sculpture)	Industrial Art
63. Needle trades	Central Needle Trades
64. Nursing (registered preparatory)	Homemaking, Sarah J. Hale
65. Nursing (practical preparatory)	Homemaking, Sarah J. Hale
66. Optical mechanics	George Westinghouse
67. Painting and decorating	Chelsea
68. Photography	Industrial Art, Metropolitan, Printing
69. Plastics	Chelsea
70. Plumbing	George Westinghouse, Chelsea, Murray Hill
71. Printing	Printing, Wm. E. Grady, East New York
72. Radio and television	Westinghouse, Wm. E. Grady, Metropolitan
73. Sheet metal work	Wm. E. Grady, Alexander Hamilton, Williamsburg

## VISUAL AIDS

COURSE
74. Shoe and handbag manufacturing
75. Shoe repairing
76. Sign and showcard making
77. Silk screen printing
78. Stonework
79. Tailoring and valet service
80. Trade dressmaking
81. Trade millinery
82. Upholstery
83. Vocational music
84. Window display
85. Women's garment manufacturing
86. Woodworking

ROSE R. WOLFE

## VISUAL AIDS AND CRITICAL THINKING

The lights went out; the film started. Within a few minutes the sound track was punctuated by whistles, jeers, and raucous laughter directed at the unknown and unknowing actors demonstrating several means of obtaining a job.

I stopped the film, put on the lights, and prepared to meet the onslaughts of a class of highly vocal boys highly disturbed at the premature ending of the performance.

Nothing in the behavior of the preceding class had prepared me for this outburst. The film showed high school youngsters in California making preparations for entering the world of work. It had been accepted by the earlier group without unusual comment, and our discussion had been rather innocuous despite some serious shortcomings in the film. Occupational Information 13 responded immediately to the college-like campus and fieldstone buildings; they showed an immediate reaction to the young men in jackets and ties and they gave ungrudging admiration to the

## VOCATIONAL HIGH SCHOOL

Central Needle Trades

Chelsea  
Industrial Art, Wm. H. Maxwell  
Printing, Industrial Art, Wm. H. Maxwell  
Printing  
N.Y. Vocational  
Wm. E. Grady, Homemaking, Sarah J. Hale, Needle Trades  
Wm. E. Grady, Homemaking, Sarah J. Hale, Needle Trades  
Williamsburg, Central Needle Trades  
Performing Arts, N.Y. Vocational  
Industrial Art, Wm. H. Maxwell  
Central Needle Trades

Wm. E. Grady, Alexander Hamilton, G. Westinghouse

Seth Low J.H.S.



young ladies. They identified themselves with the stereotyped "wise guy" at the interview and greeted the foreordained success of the neat, blond, all-American boy with hoots of disapproval.

For a moment the idea of trotting out the "If you can't behave like gentlemen . . ." gambit crossed my mind, but fortunately a flash of insight showed me the way to a happier resolution of the problem.

**WHAT'S WRONG WITH THIS PICTURE?** "Why did we get so angry at this film?" The question took the tension out of the class. No longer was their conduct "bad." There were now socially acceptable reasons for their reactions, which were even shared by the teacher, and they entered into an analysis of their behavior without the hostility which marked their actions during the showing. The film was resumed and the two-day discussion which followed was, according to the anonymous end-of-term critique, the high point of the term's work.

Not every class will react with the uninhibited fervor of O.I. 13; yet this incident in the first year of my appointment has served to clarify much of my thinking concerning the use of films and filmstrips.

The first step in the use of any a-v technique is to eliminate the "entertainment" aspect through adequate preparation, planned presentation, discussion, and review. Unless and until students accept audio-visual techniques in the context of a learning situation, there is little point to using them.

It is impossible for any school or system to maintain an up-to-the-minute library of films and filmstrips. Many available films will be outdated and many will be superseded by improved techniques and materials. These poorer films and filmstrips can still be put to excellent use if the teacher will think in terms of critical appraisal rather than mere acceptance or defense of the film or filmstrip.

Preparation for the presentation of a poorer film or filmstrip must be realistic; yet by asking the students to watch for examples of obsolescence, to compare with other films or filmstrips, and to think of improvements that might have been made, the teacher can bring the class to view the pictures with objectives beyond the acquisition of information.

## CAFETERIA GAMES

*If you were making the film, what information would you have omitted? . . . (added?)*  
*How do we know that this film strip was photographed before World War II?*  
*How could the people who produced this film have made it more interesting to us?*  
*Would this film be of greater value to upper termers? . . . (lower?)*

Any of the preceding questions can inaugurate discussion and action once the class has been trained not to accept uncritically their materials of instruction.

This is not to suggest that outdated materials are superior to modern materials because they offer more opportunities for criticism, but to point up the fact that interesting, meaningful lessons can be achieved with inferior visual materials when the teacher can bring the class to look at these materials from a positive, critical point of view.

IRWIN FLEISCHNER

## CAFETERIA GAMES

A few years ago I got my first cafeteria patrol. It was not quite as bad as I had been led to believe, although I admit I had not relish the idea and was all set to make the best of a tough assignment.

In a few weeks, after I had become acclimated to the job, I had time to analyze the problem and I found that the most difficult period came after the boys had finished lunch. At that time they seemed to be expending the energy they had just stored up. A growing boy, as you undoubtedly know, stores up tremendous amounts of energy, to be released when least desired. The solution to the problem was to find a way to channel this energy into something interesting—but quiet.

With this idea in mind I tried a few puzzling arithmetic problems on several groups of boys. Not many were particularly interested, and I soon found out that there was a limit to the number of such problems. Whatever the solution was, it had to be



something that could be repeated. That suggested games such as checkers, chess, and dominoes, among others. However, these seemed to present difficulties in distribution and in collection.

**PENCIL AND PAPER GAMES.** At this point I remembered some pencil and paper games which I had played as a youngster and which I had noticed some students playing surreptitiously in classrooms and shops. These games seemed to be the answer, and I had mimeographed such games as ticktacktoe, dots or boxes, salvo or war, and steps.

Most of the boys knew how to play these games, and the latter have been successful with about 30% of the students. A brief summary of how to play some of the games follows:

1. *Ticktacktoe*: This does not need explanation.
2. *Dots*: Each player in turn draws a line between two adjacent dots either vertically or horizontally. A player completing a square with the fourth line initials the box. When all squares have been completed, the player who has won the largest number of boxes as indicated by a count of the squares is declared the winner.
3. *Salvo*: Each player has in front of him two sets of forms of 100 squares each (10x10) on which the games is played. In the upper part he places for battleships as follows: one covering five squares, one four squares, one three squares, and one two squares. The squares are numbered from 1 to 10 horizontally and from A to J vertically. The squares for each ship must be placed either horizontally or vertically in adjacent squares. The first player calls the location of a square, such as 4E. If the second player has a ship in that square, he must tell the first player that he has made a hit. Each player keeps track of his shots by marking an X for no hit and an H for a hit. In this way he can locate his target without wasting his shots. The game is completed when one player has succeeded in placing shots in all squares of all ships.
4. *Steps*: The guessing game is played with the game form in front of each player. The first player writes a number from 1 to 10 so that it is concealed from his opponent. The second player tries to guess the number. If he guesses successfully, he may fill in any number on his form in the proper place. If he does not guess correctly, the first player may write that number in the proper space on his form. The game continues with each player

## GETTING THE PUPILS "INTO THE ACT"

taking a turn. The one who has his form completely filled in is declared the winner.

**UNLIMITED POSSIBILITIES.** Improvements and additional games were called for. Ticktacktoe is now available on a board about four inches square with nine holes and is played with wooden pegs instead of the x and o.

We also have available about twenty boards on which can be played a currently popular peg-game. The board consists of thirty-three holes in the form of a cross and is played with thirty-two pegs. The idea is to jump vertically or horizontally and remove pegs in such a manner that only one peg is left in the center hole.

From my experience these games seem worth-while. The boys are quieter, and their otherwise idle minds are employed. There is the danger that the games will be brought back to class. If the teacher uses judgment in not giving the games out during the last five or ten minutes of the period, this objectionable possibility will be minimized.

Activities of this type may be infinitely expanded by the resourcefulness of the faculty. I shall be happy to give further information and will be looking forward to learning about new games that have been successfully used elsewhere.

LAWRENCE ANDERSON

Samuel Gompers V.H.S.

## GETTING THE PUPILS "INTO THE ACT"

"I would like to tell you a story," I said to the pupils of World History 161. "Once upon a time—or perhaps I shouldn't begin the story that way because this isn't really a fairy tale, it's true. More than 100 years ago in Rochdale, Lancashire, England, in the heart of the cotton belt the workers lived under miserable conditions. Their hours were as long as their wages were short. Men, women, and children worked from six in the morning until eight at night. The usual pay was one or two cents per hour. Children were frequently tied to their machines. One important political leader suggested that children less than five years old should not be permitted to work! In 1841, according to a Parliamentary report



1500 people on one street existed on average earnings of 45¢ per week."

**EVOLUTION OF A UNION.** At this point in the story the pupils were shocked into awareness of the living and working conditions during the early days of the industrial revolution. They were eager to express themselves in terms of their own environment.

"What would you do, if you lived in Rochdale in 1940 and had to live on 45 cents a week?"

"I'd go to the boss and ask for a raise," said Janet indignantly.

"Very well," I said. "Let's see what happened. Who would like to be the boss?" Thelma quickly volunteered, went to the teacher's desk, and sat in haughty silence.

Janet approached her, no longer indignant, but very meekly related her sad tale.

"No," said the boss.

Lillian couldn't accept this answer. "Let me speak to the boss," she said. "I shall explain the importance of a raise to us. I'll make him understand." Lillian used reason, giving facts and figures.

"No," again said the boss.

There was a low murmur from the class. Quickly the suggestions for convincing the boss came. Laura's suggestion was that all the workers should get together. "Very well, Laura," I said. "Come to the front of the room." Dramatically the class was transformed into a meeting. "Here are the workers all together. Tell them what you think they should do."

Laura lost no time. "Let's strike!" she said.

Wendy spoke up. She was afraid her family would starve. Angela timidly suggested that they might be replaced by other workers. The students excitedly joined in the discussion pro and con. Elaine finally saved the day by pointing out that the present situation was unbearable and that the factory owner would be forced to listen to them as an organized group.

Laura, conducting the discussion throughout, called for a vote. By a two to one decision the class agreed to send several workers to speak to the boss as representatives of all the workers.

Madeline eagerly raised her hand to be the new boss. Elaine, whose suggestion it was, naturally headed the delegation. Try

## G. E. MATHEMATICS FELLOWSHIP

as she might, the boss would not be convinced. There were threats and counter-threats. Finally, even a little angrily, came the last answer.

"No," said the boss, "I can hold out longer than you."

The class was upset. They thought it would be easy.

I asked, "Is there someone else who would like to be the boss—who might give a different answer from Madeline's?"

Rosemarie volunteered to sit at the desk and be the boss, but she made matters worse. She used information gleaned from her recently done homework assignment. Threatening Elaine and her cohorts with imprisonment, she pointed out that the workers were involved in a conspiracy and were breaking the law.

Mary came to the rescue and finally, in the role of another boss, made some concessions: a slight increase in pay with shorter hours. The first step had been taken.

**UNDERSTANDING.** World History 161 had learned that workers had organized into unions in order to improve their conditions. They understood that progress did not come easily, but that group action was essential for eventual success. They even pointed out several proverbs that might help explain why unions were organized.

*"In union there is strength."*

*"Birds of a feather flock together."*

*"If we don't all hang together, we will all hang separately."*

PERETZ MILBAUER

Central Commercial High School

## THE GENERAL ELECTRIC MATHEMATICS FELLOWSHIP

Calvin Coolidge once said: "The business of America is Business." A glance at Wall Street or the busy garment center will show that there is a lot of truth in this remark. But what is the business of Business itself? For many years, the answer was simply "to make money." Although this goal has not changed, industry is gradually coming to realize it has a responsibility to the community—a responsibility which has seen new emphasis on such matters as conservation, smoke control, and water pollution, as well as a new emphasis on education. Industry needs trained men;



as a result, industry is taking an interest in how our students are being educated. That is why the General Electric Company has set up the General Electric Mathematics Fellowship Program.

Each summer fifty teachers from the northeastern United States converge on Rensselaer Polytechnic Institute in Troy, New York. These teachers are picked from a group of applicants and are trained in two general areas: (1) review of subject matter and (2) a demonstration of how mathematics is used in a large industry. GE pays for food, lodging, tuition, and travel expenses. The Fellows are lodged in the Rensselaer dormitories and take all their meals together in the dining hall. The writers of this article were fortunate enough to be included among last summer's fellowship winners.

As noted above, the program may be divided into two phases: the first concerned with subject matter presented in a classroom situation, the second involving laboratory work and field trips. There were two classes each morning. One of these was called *Applied Mathematical Analysis* and in it we were shown applications of statistics and electricity to industry. The second hour was *Topics in Elementary Mathematics From an Advanced Viewpoint*, a course which unified the exponential, logarithmic, hyperbolic, and trigonometric functions by using infinite series. Each course was conducted at the pace set by the class, and we probed as deeply into any phase of the subject as we wished. In connection with the second phase of the program we attended laboratory sessions and semi-weekly field trips. On these occasions we discussed specific applications of mathematics in the fields of research, cost, marketing, accounting, and engineering. A notebook supplied to us outlined the topic to be considered. During each visit to the GE plant we actually saw three or four specific problems solved for us by the people who use mathematics; then we visited the actual work section. We did not, however, go on a general tour—only to those areas whose work had a definite mathematical content.

The summer was not all mathematics. On free evenings we could attend local summer theatres, Tanglewood, and other activities. This combination of learning and recreation leaves one with a sense of accomplishment without feeling that the summer was a "grind."

## UNIT ON TREASURE ISLAND

NEED FOR SCIENCE SPECIALISTS. As you read this, a question is probably forming in your mind: Why? Why should GE spend money on this and similar programs in science when there seems to be so little direct return (with the exception of a small amount of free advertising by ambitious young authors)? Perhaps some excerpts from speeches by GE executives may show why they are willing to invest money in the improvement of mathematics and science teaching.

Twice during the program the Fellows attended banquets and heard addresses by GE vice-presidents. One, Roy W. Johnson, gave an illustrated lecture on the futuristic "Home of the 1960's" but warned that this home might not become a reality in the near future because of "the shortage of competent and well-trained workers in all fields. This is particularly true with regard to engineers, technicians, and scientists." And W. R. G. Baker stated, "We must seek to inspire, not regiment, the youth of the nation to study for those fields in which there will be a definite need for more specialists: engineering, physics, electronics, chemistry."

Well, there it is. Fifty of us are going to try to channel as many capable students as possible into technical careers and to prepare them by encouraging them to study mathematics and science.

Will you help us?

EILEEN M. GUERRA  
ROBERT A. ATKINS

William Cullen Bryant H.S.  
J.H.S. 136, Brooklyn

## UNIT ON TREASURE ISLAND

Aim: Most of us like stories containing elements of adventure, mystery, suspense, and the theme of criminals brought to justice. *Treasure Island* has all of these. Read this exciting adventure story.

### CONTRACT A

Answer the following questions in well-constructed sentences:

#### Part I

1. How does Stevenson make effective use of a narrator?
2. What important facts do we learn about Jim in the first few chapters?
3. List three traits of Jim's character.



## HIGH POINTS [April, 1953]

4. Discuss the courage of Jim's mother.
5. What was the highlight of the attack on the inn?
6. What were the contents of the Captain's papers?
7. How did Jim come into possession of the map?
8. To whom did he entrust it?
9. What other persons were interested in the map?
10. What happened to them at the end of act I?

### Part II

1. Compare John Silver with some character from another book.
2. Show that Squire Trelawney was too trusting of others.
3. Prove Silver a clever character.
4. Compare Captain Smollet and Squire Trelawney.
5. Outline the plot Jim overhears.
6. What plans does the Captain make to outwit the unfaithful crew?

### Part III

1. Describe the appearance of the island.
2. What plans do the captain and doctor have to fight the mutineers?
3. How did Jim plan to get on shore?
4. What would you have done in his place?
5. Tell of Silver's murder of Tom.
6. How did Jim meet Ben Gunn?
7. Discuss the use of suspense—in the raising of the British flag in the final paragraph of Part III.

### Part IV

1. What is the purpose of having the narrative continued by the doctor?
2. How do the doctor and the others show their confidence in Jim in spite of what has happened?
3. What actually takes place within the stockade?
4. Tell how Jim reaches the stockade.
5. Discuss Silver's pretended peace conference.

### Part V

1. If you were making a movie short of this part of the story, what scenes would you use?
2. What is Jim's plan on leaving the stockade?
3. What is most exciting in the fight with Israel Hands?
4. How does Silver gain the upper hand again?
5. List the instances of the use of suspense in these chapters.

### Part VI

1. Discuss Silver's change of front.
2. Tell of Jim's fear concerning the fate of his friends.

## UNIT ON TREASURE ISLAND

3. Discuss Ben Gunn's part in getting the treasure out.
4. What would you have done with the money, if you were Ben?
5. How would you have ended the book if you were the author?

### CONTRACT B

Making use of reference books in your school library, do research on one of the following topics and write an account.

1. Life of Robert Louis Stevenson.
2. Conditions in Samoa, final home of Stevenson.
3. The works of Stevenson.
4. Early Buccaneers.
5. The Adventures of Captain Kidd.
6. The Spanish Main.
7. Piracy.
8. The Dry Tortugas.
9. The Island of Trinidad.
10. Old English Coins.

### CONTRACT C

Do one of the following tasks.

1. Draw a map of the island.
2. List, as for an accountants' report, the contents of the captain's chest.
3. Make a picture of Long John Silver.
4. Make a plan of the Hispaniola.
5. Dr. Livesey's diploma—a sketch.
6. List the contents of the stockade.
7. Write out the Captain's sailing orders.
8. Draw a stage set for the inn.
9. Dress dolls in pirate costumes, etc.
10. Make a stage set for the most exciting scene in the book.

### CONTRACT D

Performance of the following:

1. Write letters Dr. Livesey might have written to friends back home.
2. Write out a sequel to the story, 20 years later.
3. The novel leaves several questions unanswered. Use your own imagination.
  - a. What happened to Jim on his arrival home?
  - b. What happened to Long John?
  - c. What happened to the three mutineers?
4. Write another adventure of one of the characters in the book.



5. Imagine Jim telling his adventures to his grandchildren. Write out his story.
6. List the outstanding scenes, as for a radio presentation.
7. Devise 25 questions for an "Information Please" program on the novel. Answer your questions.
8. Devise 35 true-false statements about events and people in the book.
9. If you were making a movie of the book, how would you introduce a love interest? Write out a scene between the girl you would introduce into the story and her hero.
10. Write a song similar to those used in the novel.

ESTA E. MARWIT

William Howard Taft H. S.

### FOOD FOR THOUGHT IN SOCIAL STUDIES

This teaching technique was first employed with a 9th-year class in social studies. Like the proverbial tailor who reached "seven at a blow," this procedure encompassed aim, motivation, approach, activities, culmination, and evaluation in one package.

The unit was "The Individual in His Relationship to the Life and the Culture of Peoples of Different Lands." It was guided and developed through a natural interest which arose out of the statement made by the teacher who had recently returned from an exciting trip to the Orient. She said that at least half the adventure and fun of travel was in eating strange foods and delicacies. The children were led to discuss the types of foreign dishes prepared at home. The teacher added various other native dishes to this list, and then encouraged the pupils to bring foreign foods to class.

For an even distribution of the proposed food festival, committees were formed and countries of the world selected. Dates were chosen (democracy in action) by lot. The first committee, reporting on Switzerland, made a modest beginning. While two members reported on geographic factors, history, government, resources, industries, and products, the other two members of the committee served small squares of cheese on biscuits and pieces of Swiss milk chocolate.

Other committees improved on this pattern, and served larger portions of the piece de resistance and more varieties of dessert,

### FOOD FOR THOUGHT

to the accompaniment of music, songs, and folk dances. The children traded recipes, victrola records, and costumes. Instead of copying pages of articles from an encyclopedia, they coaxed parents to prepare delicious foreign foods, and they rounded up literature, music, dances, and colorful costumes for their reports. Not only did they go to the library, but they interviewed relatives and people in the community who could give them more information about customs and culture of the country assigned.

"EVERY LESSON BRINGS A TREAT." I never knew what surprise the day's committee had planned. One period it was Pizza Pie and O Sole Mio (accordion played by a committee member). Another time it was Hungarian strudel and the Czardas danced by 4th-year pupils who were "borrowed" for the period. One week the committee on Germany supplied enough frankfurters and sauerkraut to take care of every hollow-legged youngster in the class, and provided enough mimeographed copies of "Du, Du Liegst Mir im Herzen," so that we could all join in the chorus. I fully expected frogs' legs when the French group reported.

For the duration of the unit, grocery departments in Macy's and A. & S. must have shown a slight spurt in business, as the children combed the stores for foreign foods.

Use of this teaching device sparked the entire unit on world relations. Pupils engaged in many activities in class and after school. They wrote socio-dramas, made 3 1/4" x 4" glass slides to illustrate their talks, invited several guest speakers of foreign birth, developed a vocabulary of foreign words that have entered our language, and made countless posters and charts. Pupils indicated an interest in further research on world relations and reflected a keen understanding and appreciation of contributions made by our foreign neighbors to the American way of life.

Audio-visual materials are the teacher's most effective tools. Utilizing olfactory nerves and taste buds, for a change, brought this original gem from an appreciative participant:

"Our Social Studies can't be beat  
For every lesson brings a treat!"

HELEN N. KLUG

Bureau of A-V Instruction



HIGH POINTS [April, 1955]

**THE SIGHT CONSERVATION PROGRAM  
IN  
SENIOR HIGH SCHOOLS**

Sight conservation classes first started in New York City in 1914 with two experimental classes. This move proved so valuable that sight conservation classes were officially adopted as a part of the elementary school program in 1915.

Once again, after successful experimentation during the last ten years, only this time in the senior high schools, five sight conservation classes have been established to serve large areas. The schools administering this special program for the visually handicapped are Charles Evans Hughes High School in Manhattan, Evander Childs High School in the Bronx, Abraham Lincoln High School and Thomas Jefferson High School in Brooklyn, and William Cullen Bryant High School in Queens.

The sight conservation class provides special facilities for students with visual handicaps (usually 20/50 or less vision in the better eye after refraction). In the regular classes, the student pursues a program suitable to the needs and abilities of visually handicapped children. So that the student may learn with a minimum of eyestrain, enlarged educational material, suitable courses, special guidance, adjustments in school programs, as well as individual assistance, are provided by a specially trained sight conservation teacher. The purpose of this class is to relieve eyestrain and to prevent failure with its consequent emotional disturbances.

**PROVIDING FOR SPECIAL NEEDS.** The students receive instruction and drill dependent upon their needs and on the problems arising in regular subject classes. Remedial reading and arithmetic instruction are given to those students not reaching the minimum standards for high school in these respective subjects.

Enlargement of various educational materials to facilitate the work of the handicapped student is done by the specially trained teacher. There is enlargement with bulletin typewriters of such materials as assignment sheets, summaries of assignments, word lists, excerpts needed for study, as well as any other valuable material. Large-type books are available on the high school level, and these often help to substitute for the customary textbook.

**SIGHT CONSERVATION PROGRAM**

News events from the daily newspapers, as well as from those weeklies used in the social studies department, are summarized and enlarged. A special file of current events is kept for student research.

Assistance is given with map work in correlation with various subjects such as merchandising, social studies, economics, and geography. Diagrams, graphs, and other graphic representations are enlarged.

Enlargements of mid-term tests, superintendent's tests, and classroom tests facilitates the work of the students. The special class teacher orders enlarged Regents examinations from Albany.

The teacher's oral reading of materials printed in small type makes assignments less difficult. Talking book records provide the student with oral presentation of books to be used for book reports, as well as of those books used as texts in regular English classes. Special arrangements made by the special class teacher with the department heads limit the amount of readings, book reports, and written work required from the special class students. There are bulletin-type books available which help serve as sources for supplementary reading. The students are also permitted longer intervals between the reports.

Special programming of students is provided with the following factors: arrangements made for programs involving a minimum of eyestrain, e.g., subjects demanding close eye work suitably spaced; choice of teachers who have achieved success with handicapped students through sympathy and understanding of their problems; special health education classes where medical reports warrant such placement; modified courses dependent upon the degree of visual handicap.

Frequent conferences with subject teachers serve to resolve any individual problems or personality difficulties which often accompany handicaps.

Keeping records of the student's school progress, health and eye conditions, and making arrangements for appointments with the eye clinics for periodic examinations comprise another important phase of the work of the special class teacher. Another vital factor is the instruction given in eye hygiene and proper use of the eyes.



**COUNSELING.** Guidance is one of the most important phases of the work of the special class teacher. This includes vocational, as well as educational, guidance. Frequent contact is made with grade advisers in planning such educational guidance as is indicated for the particular student. Individual counseling in the selection of an occupation best suited to the physical and mental capacity of the student is important so that the student may successfully participate in the vocational life of the community. With cooperation of such state agencies as the New York State Department of Social Welfare (Commission for the Blind) and the State Education Department (Division of Vocational Rehabilitation), much is done to prepare the student for taking his place to live and work with normally sighted people.

LEONORE G. SHAPIRO  
HOWARD M. GOLDSMITH

Thomas Jefferson H.S.  
William Cullen Bryant H.S.

#### EDUCATION

There are obviously two educations. One should teach us how to make a living, and the other how to live.

—James Truslow Adams

Except during the nine months before he draws his first breath, no man manages his affairs as well as a tree does.

—George Bernard Shaw

#### PEDAGAGS

1. The less some students know, the more they want to tell it.
2. Students who have their toes stepped on should keep their feet out of the aisle.
3. No two teachers are alike—and students are glad of it.
4. If your class laughs at your jokes, you have either a good joke or a good class.
5. Sharp teachers know that cutting remarks don't pay.

—Nathan Levine, Harlem Evening High School

## Book Reviews

**HANDBOOK FOR HOMEROOM GUIDANCE.** By Vivian Ross. The Macmillan Company, New York.

The assumption, in this book, is that there will be a period of from thirty to sixty minutes a week devoted to guidance by a teacher who will have the same group under his direction for at least two terms, and possibly for much longer. In her introduction, the author makes a persuasive plea for the kind of guidance that can be administered only in a homeroom. It is her realization that many teachers feel unprepared to meet this need that has prompted her to write this book. In addition to thirteen chapters devoted to suggestions for programs, a comprehensive bibliography is included. The chapter "Try a Movie" contains a list of guidance films which should be useful in the New York schools for the preparation of assembly programs. The films are classified and their content and source noted.

Many of the suggestions cannot be used in our schools now. They imply a more flexible organization than we have. For example, among the guidance techniques offered, are these:

1. *Outside Speaker*—Have the teacher of economics and sociology explain what his course contains to a class which is planning a high-school course.
2. *Excursion*—Take your class to visit the zoology laboratory, or arrange with the engineer to see the heating system of the school.

Furthermore, some of the questions on courses of study, and certain disciplinary problems, are dealt with, in our schools, by grade advisers and deans. The author admits that in the large homeroom—one which has over 45 children—the teacher cannot have a real homeroom guidance program.

When the homeroom teacher is relieved of many of the clerical duties which he now has, and when he has a class of reasonable size, this will be a valuable manual with which to start his guidance program. Even then, he will be well advised to acquire considerable information in related fields, and to cultivate a robust missionary spirit.

GERTRUDE JENNER

Andrew Jackson High School

**ALL ABOUT LANGUAGE.** By Mario Pei. J. P. Lippincott Company, 1954, 186 pp., \$2.75.

Professor Mario Pei, the author of *All About Language*, is not only one of the world's foremost students of languages, but he is also one of our great teachers. Among his authoritative works in his chosen field are *The Story of Language*, *The Story of English*, and a text, *The World's*



*Chief Languages*. He has also successfully tried the field of historical fiction with a modern prose re-creation of the medieval chansons de geste entitled, *The Swords of Anjou*, which is as interesting as it is authentic. His current volume is a vivid, colorful, scholarly, readable book, replete with lively anecdotes, interesting facts, and witty asides. Although the dust-jacket of the book says, "Ages 12 and Up," there is no evidence of any attempt to write "down" to his younger readers; Professor Pei prefers to raise the level of his readers rather than to lower the level of his scholarship. Despite the fact that he had a high school reader in mind, no adult reader of this book will ever feel that Dr. Pei has insulted his intelligence. Here we find neither the further dilution of already diluted scholarship nor the vulgarity of the over-simplified condensation; here there is the clarity of total mastery of subject matter expressed in a supple, deceptively simple prose completely free from educational jargon and pedantic clichés.

The book is divided into four major sections:

Part I—What Is Language?

Part II—How Does Language Work?

Part III—Our Language.

Part IV—Other People's Languages.

Each division contains five brief chapters. After a brief consideration of why language grew and how speech began, the author takes up the question of how written language developed. Part II contains a very brief account of language families and a most amusing chapter called "Being Polite at Home and Abroad." The third part is an excellent short study of English: a study which should lead the inquiring reader to the author's full treatment of this phase of language in the book noted above. However, this short section is complete enough to give the reader all the necessary introductory data. The last portion, dealing as it does with other people's languages, should be valuable for teachers of social studies and foreign languages as well as to teachers of English. In this era of shrinking lines of communication as the world grows smaller, the importance of understanding our neighbors all over the globe cannot be minimized; yet, ironically enough, this is also the very moment when enrollment in foreign languages classes is shrinking or, at least, stationary.

With so much that is outstanding to choose from, it is difficult to select specific portions of this text for particular comment yet the exposition of how the alphabet of the West, unlike the Chinese alphabet, came to represent sounds (pp. 24-25) is noteworthy as an example of a concise treatment of a difficult subject. On pp. 50-51 there is an explanation of "semantics" that escapes the ponderously prophetic air that permeates most writing on this subject. One of the most intelligent considerations of individualism in language usage vs. standards is to be found in the chapter called "How to Use English." For any of us who are likely to regard primitive languages as being somewhat inferior to our own there is a salutary warning on pages 169-170. Finally, what better tribute to language can we find than in his concluding paragraphs:

"... We should cultivate our own language, and try to use it effectively, both when we speak and when we write. We should realize its vast importance in the world of today, and be proud of it, but at the same time realize also that nine out of ten people in the world speak something else and feel about their languages as we feel about ours. We should make an attempt to learn some of these languages, both for their own sake and for the light they shed on ours."

"Above all, we should constantly keep in mind what a priceless gift language in general is, how it aids in all our activities and makes cooperation and civilization possible. Without language, we sink to the level of the animals. With language, there is practically no achievement that we need be afraid to try for. Language is the highest form of material power that mankind has been endowed with, and the foundation for all the other powers we have achieved or shall achieve in the future."

This book is a "must" for all: teachers of all subjects and at all levels, pupils, supervisors, general readers. It is a synthesis of learning, philosophy, wit, and wisdom—a production worthy of a gentleman of the Renaissance. And isn't that what Mario Pei closely resembles?

HAROLD A. VON ARX

Bay Ridge High School

AMERICAN EDUCATION: AN INTRODUCTION. By Emma Reinhardt. New York: Harper and Brothers. Pp. xii; 506; 1954; \$4.00.

Education valid for citizens of a democracy must "see life steadily and see it whole." By these standards, the author of *American Education: An Introduction* has written a superior book, one which has warmth without sacrifice of scholarship or realism. Written especially for students who are preparing to teach, it presents an overview of education in these United States and information concerning opportunities in, and requirements for, teaching. Major topics chosen for consideration are the individual and the culture, educative agencies in the community, the role of the school in a democracy, the development, administration, and financial support of schools in the United States, modern elementary and secondary schools, characteristics of good teachers, certain aspects of preparation for teaching, and teaching as an occupation.

In the first chapter, entitled "The Individual and the Culture," a broad basis for the book's content is laid, the child, its heredity and environment, and the more general concept of culture being described. Chapter 2 on "Educative Influences" notes, among other things, that in American society the school is the special, though not the sole, agency for carrying on education. "Schools and the Democratic Ideal" is the subject of Chapter 3, in which the obligation of the school to prepare pupils to assume the responsibilities of citizenship is discussed. The next chapter,



"Development of Elementary Education," describes the methods employed in the United States for the financing of education—church, charity, and governmental support. The practices in elementary education from the early colonial period are presented, as is a discussion of the evolution of the improved techniques in grammar school pedagogy. Chapter 5 traces the development of secondary and higher education from their beginnings. Public administration is the topic considered in Chapter 6, which sets forth in broad outline some major features of administration on the national, state, and local levels. The economic productiveness of expenditures for education is the substance of the seventh chapter, which is entitled "Financing Education." The not-too-frequently stressed fact that adequate educational opportunities require ever-increasing amounts of money is one of the matters given attention. Chapter 8, one of the most interesting in the book, deals with living and learning in modern elementary schools, and presents, among other things, a self-rating scale for teachers designed to encourage each person to review the importance of child development concepts in his practice. The secondary school is the center of attention in the ninth chapter which stresses the social and technological changes of this day and age and the need for the school to serve a growing clientele with diverse needs, abilities, and interests. Chapters 10, 11, and 12 are concerned with teachers—the kind of teachers we need, the preparation and placement of teachers, and teaching as a lifework. Artistry in human relations appears to be one of the traits of which the desirable teacher is possessed. Students preparing for teaching are urged to envisage it as a growing profession whose members are interested in professional ethics and organizations. The opportunities and rewards in teaching are discussed in the final chapter. The appendices contain a list of selected references related to the data and views presented in each of the chapters of the book, a similar list of audio-visual materials supplemented by a list of producers and distributors, and a copy of the code of ethics of the National Education Association.

Although designed primarily for prospective teachers, this book should also be useful for those who desire an understanding of the school in the modern social order, for teachers in service who wish to keep abreast of the times, and for public-spirited laymen who seek to be informed about education in general. For any of these purposes, the succinctness, comprehensiveness, and palatability of the book should prove it eminently satisfactory.

HILLIARD A. GARDINER

J.H.S. 118, Bronx

REALITIES OF AMERICAN FOREIGN POLICY. By George F. Kennan. Princeton University Press, 1954, 120 pages.

As in his previous book, *American Diplomacy*, George F. Kennan seeks in this book to "systematize thought" on foreign policy and to develop a "methodology" of foreign affairs by which we could assess

## BOOKS

and evaluate American foreign policy and thereby establish a realistic course of action toward the end that our country advance in prosperity of wealth and spirit in a meaningful and flourishing civilization. Like the first book this one is light in content but heavily weighted with pregnancy of thought and implication. The reason for it is plain. Mr. Kennan has spent a lifetime in the practice of foreign affairs and is now because of enforced leisure giving us the fruits of his meditations. We see the scholar in Mr. Kennan, but we also see that he is so full of the urgency of his thoroughly ratiocinated message that what he can give us is these books slight of build but heavy with meaning.

Innocence, naivete, idealism, and sentimentalism have been the bases of our foreign policy in the past, breeding confusion and disenchantment and frustration. Now, says Mr. Kennan, we had better become mature and sagacious and wise. Like adults we must face up to the realities. The consequences of failure are fatal. We followed "utopian schemes, flattering to our own image of ourselves" which "took place at the expense of our feeling for reality." "The historical logic of our epoch" which we understood "so poorly" is that in international affairs "power" is the key to policy.

"Do you find this shocking?" he asks. And, he answers: "Let us face it: in most international differences elements of right or wrong, comparable to those that prevail in personal relationships, are—if they exist at all, which is a question—simply not discernible to the outsider. . . . There is hardly a national state in this world community, including our own, whose ultimate origins did not lie in acts of violence . . . and not the results of the workings of any social compact."

What, therefore, must we do? We must be powerful. We must be sagacious in wielding power and in weaving relationships of power. We must not be interventionists where it will make us enemies; and we must not be overgenerous where it will make us false friends. We must not waste our resources. We must be a united nation. We must command the respect of the world by living up to the great traditions of our national soul and dignity. And if we are powerful and strong and united and respected for our greatness of spirit we will—with patience—be able to wait out this period and perhaps see the soviet world fall apart and its despotism eroded from within. Such a policy demands vast energies of patience and fortitude, without which we can only fall into the tragedy of total war and the destruction of civilization. We must be ever on the alert against the " . . . imperious seizures of political emotionalism."

"Yet if I were to ask myself what is the most frightening and menacing thing with which we are today confronted, I would say without hesitation that it is not something outside our society, but something within it. . . . There can be nothing more disruptive of our success in every great area of foreign policy than the impression that we no longer believe in ourselves and that we are prepared to sacrifice the traditional values of our civilization to our fears. . . ."

"We must proceed with vigor and determination to conquer this de-



*HIGH POINTS* [April, 1955]  
moralization, to recover our inner equilibrium, to teach ourselves again to act like what Americans really are, and not like what we fear they might be."

And, no one can use this book with greater profit to himself and to his vocation than the American teacher, from the kindergarten on.

MARTIN WOLFSON

Brooklyn Technical High School

OCCUPATIONAL LITERATURE—An Annotated Bibliography. By Gertrude Forrester. H. W. Wilson Company, New York, 1954, 463 pp., \$5.00.

This is a book which makes the counsellor set up a library lending list of his own. The librarians, the classroom teachers, and the placement counsellor will borrow it, not once, but many times. Perhaps it would be simpler to recommend that at least three copies for each school be obtained immediately.

First, it is a carefully screened bibliography which is up-to-date. "More than half of the references . . . are to literature published in the 50's." Every counsellor knows how important this is, for our teenager has grown accustomed to looking at dates. He automatically discards vocational material which is not "hot off the press." The counsellor who is building a private library may select the occupations of the local community and is helped by having publications starred for first purchase and a double star for especially recommended. There are even 700 publications which are available free of charge. The librarian might obtain the complete collection for approximately \$2,200, but can build a well-rounded vocational section for as much, or as little, as the budget allows.

In the classroom, the teacher interested in occupational projects will find use not only for the material under each occupation but will find a "Detailed Outline for Students' Report on Investigation of an Occupation." If displays are wanted, there is even a section on posters, charts, and visual aids. For the critical analyst of vocational material there is a section, "Standards for Use in Evaluating Occupational Literature." These were prepared by the National Vocational Guidance Association, and even a short history of the preparation of standards is included.

At first glance it would seem more usable if the address of the publisher were included with the description of the reference. The Publishers Directory as the final section of the book, however, is easily accessible and most complete. Even the zone number is included.

The thoughtfulness with which the book has been prepared is exemplified in the addition of blank pages at the end of the book for the user's convenience—new material, changes of address, or whatever notes the user wishes.

Not only are there 267 pages of information about occupations from *Able Seaman* to *Zoologist*, but there are additional sections which break

## BOOKS

down materials for (1) Books and Pamphlets Describing More than One Occupation; (2) Charts, Posters, and Visual Aids; (3) Choosing a Career; (4) Information about Colleges and Schools for Further Training; (5) Occupations for the Handicapped; (6) Seeking the Job; (7) Use of Occupational Material.

Dr. Forrester has done a great service in selection and organization of material and, following her own plan, *Occupational Literature* well deserves \*\*—Especially recommended.

ELISABETH BROGAN

Andrew Jackson High School

## Other Books of Special Interest

CONCISE DICTIONARY OF AMERICAN GRAMMAR AND USAGE. Edited by R. C. Whitford and J. R. Foster. Philosophical Library, New York, 1954; 168 pages; \$4.50.

DICTIONARY OF AMERICAN PROVERBS. Edited by David Kin. Philosophical Library, New York, 1955; 290 pages; \$6.00.

CONCISE DICTIONARY OF ANCIENT HISTORY. Edited by P. G. Woodcock. Philosophical Library, New York, 1955; 465 pages; \$6.00.

These three additions to the Midcentury Reference Library are compact volumes designed for easy reference. The grammar dictionary is aptly titled, for entries are of two main types: (1) usage; (2) terms used in the study of grammar and rhetoric. Examples of the first type include *amount* and *number*, *data*, and *reason* *is*. Examples of the second type include *case*, *double negative*, and *periodic sentence*.

*The Dictionary of American Proverbs* lists traditional American sayings under general topics like *action*, *firmness*, and *solitude*. Browsing through the book points up the folk wisdom, the pithiness, and the humor in many of our proverbs. Though many are traceable to the Bible and other literary sources, a great many smack of the frontier that nourished Mark Twain. There is a trenchant aptness about "Good manners are made up of petty sacrifices" or "Hearsay is half lies." There is a glib superficiality about some, like "It is better to be a has-been than a never was," but most display a wry wisdom: "The tailor's child is worst clad." "Too far East is West." This is a book for browsing.

*The Concise Dictionary of Ancient History* presents in usable form much information about classical writers, personages, practices, locations, and literary allusions. The period covers the dawn of civilization in the Mediterranean to the fall of Rome. There are Judaic, Egyptian, and Persian references inasmuch as these impinged on the classical world.



There is a helpful appendix containing lists of dynasties in the areas of the Mediterranean and Near East, Greek and Latin writers, artists and philosophers, and a helpful bibliography.

WAYS OF MANKIND. Edited by Walter Goldschmidt. The Beacon Press; Boston, 1954; 212 pages, indexed; \$3.75.

This excellent book, subtitled "Thirteen Dramas of People of the World and How They Live," grew out of a famous broadcast series dealing with social anthropology. It presents the radio scripts, together with introductory material and lists of sources. The scripts are clever, varied, witty, always illuminating. Topics and themes include language, education, values, ethics, arts, family, authority, status and role. In each instance a different situation or culture is the setting for the dramatic presentation.

Teachers may well find in the scripts (or recordings, if they are available) a wealth of material for social studies, English, science. We agree that we must understand other peoples and other cultures, but we too often find good material difficult to find. Superficial comparisons and generalized moralizing are almost useless. This is a book of popular anthropology at its best. Even the chapter headings are lures to reading or listening: "When Greek Meets Greek"; "Stand-in for a Murderer"; "The Case of the Sea-Lion Flippers."

BOOKS FOR THE TEEN AGE, 1955. Published by the New York Public Library; 25 cents.

This is an up-to-date annotated list of the newest books available for teen-age readers.

TREASURY OF PHILOSOPHY. Edited by Dagobert D. Runes. Philosophical Library, New York, 1955; 1280 pages; \$15.00.

Nearly four hundred philosophers, from the ancient Greeks to the present, are represented in this giant volume. Since the average excerpt is only two or three pages long, the volume can only sample, and whet the appetite for more. The philosophers are ranged in alphabetical order from Peter Abelard (here spelled *Abailard*) to Zeno the Stoic. Concise biographical prefaces attempt to relate the man to his period, the excerpt to the body of his work.

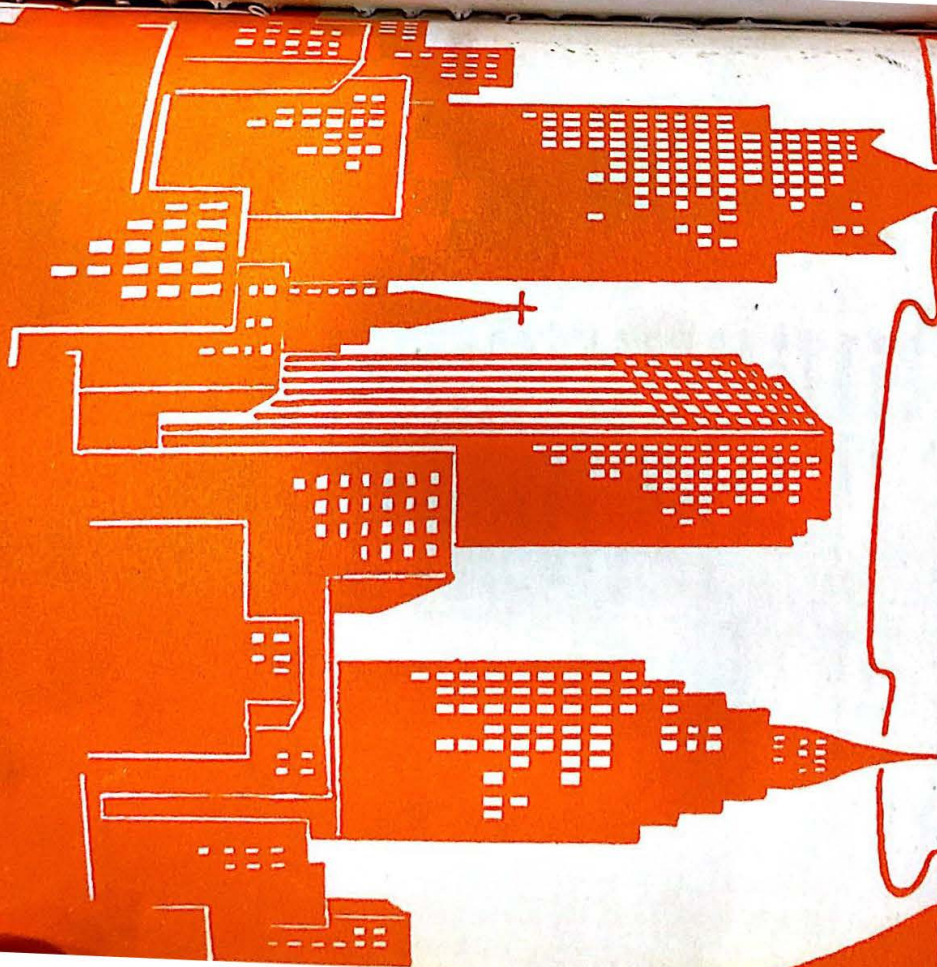
The volume is good for browsing, as an introduction to many philosophers little known to Western readers. It cannot provide sustained or systematic approach to any of the philosophers, but it can suggest avenues of reading.

HENRY I. CHRIST

Andrew Jackson High School



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# HIGH POINTS

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Books concerned with educational matters may be sent for review to Mr. Henry I. Christ, Andrew Jackson High School, St. Albans, New York. School textbooks may be listed and briefly annotated, but not reviewed.

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HIGH POINTS is a publication for the dissemination of articles written by members of the school system. The opinions expressed are those of the writer of the article. The articles should not be interpreted as expressing the point of view of the editors, the High School Division, the Superintendent of Schools, or the Board of Education.

The contents of HIGH POINTS are indexed in THE EDUCATION INDEX, which is on file in libraries.

## Improvement of Basic Skills in the 3 R's\*

*(This is the second in a series of articles dealing with the academic high schools of New York City. In his introduction to the series in the April issue of HIGH POINTS, Superintendent William A. Hamm described how the idea for the series arose:*

*This series of articles had its humble beginning three or four years ago when a few teachers chatted informally about the way the schools with which they were acquainted were endeavoring to find a satisfactory answer to one problem or another. Each of them could tell something of the interesting and stimulating activities of various subject associations, committees, and conferences. Each could recount from personal experience or hearsay what was being done here and there. The group expressed surprise at the amazing variety and richness of what they learned from one another. The conversation did not proceed very far before some one observed that no one of them was reasonably familiar with the whole story. Out of this grew a discussion of whether it would be possible or worth-while for some one to attempt a general description of current practices.*

*This article continues the description of current practices. Later articles will touch upon Work Habits, Student Life, Guidance Practices, and other aspects of high school life.)*

In a recent report to the Board of Education, Superintendent William Jansen revealed some interesting data concerning the average achievements of New York City school children as compared with nation-wide norms. Dr. Jansen pointed out that the average New York City pupil has approximately the same IQ as the average pupil of the same age in the nation as a whole. On standardized tests in reading and arithmetic, New York City children are doing as well as, or slightly better than, the established national norm. Specifically, the eighth grade pupils in New

\* A report of the Committee on Improvement of Basic Skills in the 3 R's, of the High School Principals Association: Charles A. Byrne, Franklin K. Lane H.S.; Max S. Peters, Wingate H.S.; Bess Zeiger, Midwood H.S.; Harry Eisner, Chairman, Franklin K. Lane H.S.



# HIGH POINTS [May, 1953]

Table 1

Average Scores and Range of Scores in Reading and Arithmetic for Eighth Grade Pupils—December, 1952, and March, 1953

Skill	Division	Type of Pupils Tested	Number of Pupils	Average Grade Score	Range of Grade Scores
Reading	El. Schools	All	21,803	8.1	4.4 to 12+
Reading	Jr. H.S.	Normal	21,463	8.2	4.4 to 12+
Reading	Jr. H.S.	Special Progress	2,814	11.5	6.5 to 12+
Reading	Jr. H.S.	Slow Learners	8,021	5.0	3.2 to 10.8
Arithmetic	El. Schools	All	22,316	8.9	4.0 to 12+
Arithmetic	Jr. H.S.	Normal	21,390	8.1	4.0 to 12+
Arithmetic	Jr. H.S.	Special Progress	2,801	10.8	5.6 to 12+
Arithmetic	Jr. H.S.	Slow Learners	7,924	5.6	4.0 to 12+

York City elementary schools are two months ahead of the national norm in reading, and six months ahead of the national norm in arithmetic. Our eighth grade pupils in junior high schools are two months below the national norm in both reading and arithmetic. These figures refer to the tests given in December, 1952, and March, 1953. The report states also that if the eighth grade test data for both elementary and junior high schools were combined, the achievement of all New York City eighth grade pupils would be equal to, or slightly above, the national norm for their chronological age in reading and arithmetic.

Dr. Jansen is careful to point out in his report that we have many pupils in our schools whose achievement is above the average or norm and many less able pupils whose achievement is below this level. One has only to scan the statistical report prepared by our Bureau of Educational Research to realize the significance of this statement. Table 1, which was compiled from the Bureau's

## IMPROVEMENT OF BASIC SKILLS

report of the city-wide survey of reading and arithmetic ability in December, 1952, and March, 1953, shows the number of pupils, the average grade score, and the range of grade scores in the eighth grade classes in elementary schools and junior high schools. The figures listed for reading in Table I apply to the paragraph

meaning section of the reading test. Similar results were obtained for the word meaning section of this test. It will be noted that achievement ranged from third grade ability to twelfth grade or practically college ability. Even the special (rapid) progress group was not exempt from a wide variation of ability.

A study of the wide range of test scores, to be meaningful, must be supplemented by information concerning the frequency of the scores at the lower and upper levels of the range. Tables 2 and 3, compiled from the Bureau's statistics, give the number of eighth grade pupils whose achievement in reading and arithmetic was at the 5th grade level or lower and at the 11th grade level or higher in December, 1952, and March, 1953.

Table 2

Number of Eighth Grade Pupils at Lower and Upper Levels of Reading Ability (Paragraph Meaning) December, 1952, and March, 1953

Division	Number of Pupils Tested	Type of Pupils Tested	Number at Grade Level 5.0 or Lower	Number at Grade Level 11.0 or Higher
El. Schools	21,803	All	1942 (9%)	2788 (13%)
Junior H.S.	21,463	Normal	912 (4%)	2309 (11%)
Junior H.S.	8,021	Slow	*4768 (59%)	0
Junior H.S.	2,814	Special Progress	0	2314 (82%)
Totals - Jr. H.S.	32,298	All	*5680 (18%)	4623 (14%)
Grand Totals	54,101	All	*7622 (15%)	7411 (14%)

\* This does not include a number of pupils whose reading level was so low that they could not take the test.



Table 3

Number of Eighth Grade Pupils at Lower and Upper Levels of Arithmetic Ability, December, 1952, and March, 1953

Division	Number of Pupils Tested	Type of Pupils Tested	Number at Grade Level 5.0 or Lower	Number at Grade Level 11.0 or Higher
El. Schools	22,316	All	2171 (10%)	5818 (27%)
Jr. H.S.	21,390	Normal	1415 (7%)	2335 (11%)
Jr. H.S.	7,924	Slow	3316 (42%)	90 (1%)
Jr. H.S.	2,801	Special Progress	0	1457 (52%)
Totals Jr. H.S.	32,115	All	4731 (15%)	3882 (12%)
Grand Totals	54,431	All	6902 (13%)	9700 (18%)

If we assume that the normal grade level achievement at the time of the tests should be at least 8.0, it is evident from Tables 2 and 3 that 15% of the eighth grade pupils were *retarded* three years or more in reading and 13%, were *retarded* three years or more in arithmetic. On the other hand, 14% were *advanced* three years or more in reading and 18% were *advanced* three years or more in arithmetic. It is obvious from these results that the concept of the average child with average achievement is a mathematical abstraction. In particular, the great deviation below the average points to the need for extensive remedial work with a large number of pupils. We are faced with the very real and pressing problem of educating thousands of children who enter high school with handicaps in reading and arithmetic equivalent to a retardation of three to five years. At the other end of the scale, we may discover if we look for them, many pupils whose ability in these basic skills is very considerably below their potential, even though their achievement may be theoretically above the norm for their age or grade. Whether we like it or not, the

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academic high schools, except for a few specialized ones, are obliged to accept their entrants as they are and must attempt to develop them in the direction of progressively higher levels of competence in the fundamental skills of reading, writing, and arithmetic.

In a letter sent several months ago to the superintendents and principals of elementary and secondary schools of New York State, Dr. Frederick J. Moffitt, Associate Commissioner in the State Education Department, declared that under no circumstances should there be a lowering of the standards of attainment which the schools are expected to achieve in the fundamental subjects of reading, writing, spelling, and arithmetic. These subjects, he declared, are the basic tools of learning which are essential for progress in all phases of instruction. More recently, Dr. Robert W. McEwen, President of Hamilton College, asserted at a meeting that the 3 R's were the heart of the school program because they "provided the skills by which free human beings think."

It is unnecessary to cite any additional tributes that educators and laymen have paid to the importance of reading, writing, and arithmetic in education. It may be assumed that the basic role of these skills is almost universally recognized and understood. It is far more difficult, however, to set forth effective administrative and pedagogic procedures that will ensure their maximum development in our tremendously variegated high school population. This article represents an attempt to report on the significant experiences and practices of a few high schools whose principals had indicated that they had a useful contribution to make in this area. Replies to a questionnaire prepared by our committee were received from eight of the nine high schools canvassed. In cases where further information was desired to clarify or expand the reports from the schools, members of the committee sought and obtained further details from the schools concerned. In addition, the members of the committee have incorporated in this report a number of practices in their own schools which appeared relevant and worth-while.

## The Questionnaire

1. What, in your judgment, are the specific basic skills in the 3 R's? (The Committee has defined basic skills and con-



- cepts in English and mathematics as those general skills and concepts which contribute to a student's ability to function competently in his environment whether it be his school, his home, his community, or his vocation.)
2. How do you identify the pupils who are retarded in the basic skills?
  3. To what degree are you able to program in special classes pupils who need remedial instruction in the basic skills?
  4. What is being done in normal and bright classes for pupils retarded in basic skills?
    - a) When achievement is *below* the norm for age and grade?
    - b) When achievement is *above* the norm for age and grade but below potentialities of the pupil?
  5. What procedures do you employ for promoting articulation with the feeding schools as a means of producing improvement in the basic skills?
  6. How appropriate are the texts and materials which you use? Name the texts and materials which have proved especially valuable in improving basic skills.
  7. How do you use the school library to promote reading interests?
  8. How are your teachers of subjects other than English and mathematics made aware of the problem of deficiencies in basic skills, and to what degree are they helpful in solving the problem?
  9. What special forms of class organization have you found to be most effective (e.g., clinics, speech classes, remedial arithmetic classes, homogeneous groups, etc.)?
  10. What special teaching procedures and devices have you found to be most helpful?
  11. How do you measure progress in improvement in basic skills?
  12. To what degree does improvement in basic skills remain a permanent acquisition of your pupils?
  13. How are your teachers being trained to provide the necessary remedial instruction?
  14. To what extent do you utilize parental cooperation and community resources to effect improvement in basic skills?
  15. What guidance procedures are used either by subject teach-

- ers or by your guidance personnel to direct the students to the need for improvement in basic skills?
16. Any other comments?

Replies to the Questionnaire as Related to the Improvement of Basic Skills in English

1. DEFINING SKILLS

The replies were in general agreement that the basic skills in English are reading, writing, speaking, and listening.

- a. Basic skill in reading, the schools felt, implies an ability equivalent to the national norm commensurate with the pupils' age and IQ. It includes reading both for understanding and appreciation, with proper consideration for reading rate. Several English chairmen said that a fair yardstick is ability to read a standard daily newspaper with comprehension.
- b. Basic skill in writing is the ability to communicate one's thoughts in written form appropriate to the specific situation. Major considerations are clarity, accuracy, neatness, acceptable usage, and spelling. Sentence structure, verb agreement, and spelling are of first importance; punctuation, capitalization, and diction are minor. Acceptable forms of social and business correspondence should be mastered as well as various types of reports, questionnaires, forms, etc.
- c. Basic skill in listening implies that the pupil is able to listen courteously and understandingly to get ideas, organize what is heard, and connect it with previous knowledge.

2. IDENTIFYING THE RETARDED

Identification of retarded entering students is made by examining elementary and junior high school records for IQ, reading grade, English marks, anecdotal data, and speech progress. In addition, some schools report the practice of administering standardized reading tests to all entering students. A general practice is to test the speech of all pupils either upon entry to the high school or during the pupil's first term. These tests are conducted by licensed speech teachers, sometimes with the assistance of English teachers. Subsequent identification is made through teacher ob-



servation of pupil skills, abilities, habits, and accomplishment in carrying on work. Ability in writing is gauged largely through teacher tests and observation, although some schools report the use of standardized composition tests and scales. Listening is appraised through teacher observation and teacher tests, with referral assistance from the Health Education Department where organic defect is suspected. In addition to those of English and speech teachers, recommendations may be made by teachers of other departments, particularly social studies and guidance.

### 3. PROGRAMMING

All schools report that they program pupils retarded in the basic skills into special classes. Special classes are organized for retarded readers and those defective in speech (sub-standard speech). Special clinics, which allow for smaller groups, are organized in reading, writing, and speech. Homogeneous grouping on three levels, bright, average, and slow, is the common practice. In addition, many schools report having special or X-G classes for the slowest learners. Correlated classes, usually for slow learners, are frequently mentioned. The most popular combinations are English and American history, English and European history, English and nursing, English and typing, and in one instance English and foreign language (General Language Course). Homogeneous speech clinics are the rule for stuttering, lisping, foreign accent, and voice problems. One practice reported is programming into classes according to reading level for the first four terms, reading tests being administered at the end of each term. Another practice is the addition of a writing clinic class to the regular English program for students beyond the third term. All speech clinic classes are in addition to the regular English or speech program.

#### 4a. PUPILS BELOW NORM

When achievement is below the norm for age and grade, the usual practice is to assign such pupils to special classes in reading and speech, or to assign such pupils to clinic classes in reading, writing, or speech, which are in addition to the regular class. In special cases, where either of the aforementioned practices is not feasible, a program of individualized instruction within the regular class is carried on.

## IMPROVEMENT OF BASIC SKILLS

Individualized instruction is generally conducted through various forms of grouping. Under such practices, provision is made for teacher-pupil conferences, special assignments, additional drill, differentiated texts and materials, and individually kept charts and records of performance and accomplishment.

### 4b. PUPILS BELOW POTENTIALITY

For those whose achievement is below potentiality, the replies showed less definiteness in procedures. Most replies indicated that individual help by the teacher along the lines outlined in 4a above was the course followed, with greatest emphasis on special assignments and vocabulary building. One school reports transferring such students from bright to normal classes on teacher recommendation. In most cases such pupils are retested for IQ to verify ability level. Referral to the guidance counselor is also followed in appropriate cases.

### 5. ARTICULATION PROCEDURES

Articulation with feeding schools is carried on principally through intervisitation of grade advisers and guidance counselors. Other practices reported are faculty conferences with the principals of elementary and junior high feeder schools for discussion of syllabi and standards; department chairmen conferences with district reading counselors and speech instruction teachers, and intervisitation of teachers for observational purposes. One city area has set up a county curriculum committee on which are representatives of the three school divisions. One school sends honor students to their former elementary and junior high schools to address prospective graduates and participate in round-table discussions. All schools made use of continuing record data as outlined under Question 2.

### 6. TEXTS AND MATERIALS

Most schools report the same difficulty: a shortage of money to obtain the many differentiated texts necessary to carry on a highly individualized program of instruction. The remedial reading program has a very serious problem because of the few texts on the market with content that appeals to fifteen- to eighteen-



year-old students written on a reading level low enough to be understood. The chief means of meeting this situation is through teacher-prepared mimeographed materials. Some schools report success with magazines and with materials distributed by business houses, industries, and the government.

While most schools use motion pictures and filmstrips, these too seem to present shortcomings from the aspects of interest, appropriateness, and technique. Tape recorders and record players are widely used, apparently with success. The radio seems to present too many administrative problems for real effectiveness. One school mentions satisfactory results with the metronoscope.

## 7. USE OF THE LIBRARY

All schools report extensive use of the library. Library orientation lessons conducted by a librarian are the rule for entering classes. Many schools have a program of graded sequential library lessons conducted usually by the subject teacher. Other lessons are given as the need arises, and librarians give special lessons on request.

Librarians are reported to be highly cooperative in obtaining books on request of teachers. One school reports the extensive use of pocket books through library circulation. Several schools have found the Book Fair a valuable stimulus. In addition, librarians prepare book jackets, displays, special bibliographies, illustrative materials and notes on new books. Some departments supply their students with annotated lists of books for supplementary reading in English and for correlation with other subjects.

## 8. ARTICULATION WITH OTHER SUBJECTS

Teachers of other subjects obtain information regarding pupil deficiencies by consulting the pupil's permanent record card. In those schools that use term sheets the pupils' current classes and marks are always available. In some schools the admission cards that students present to their new teachers record the classes and marks the students received in the past term.

In most schools there is an organized procedure whereby speech teachers inform the teachers of other subjects of pupils' speech disabilities, particularly for stuttering, and suggest appropriate measures. In schools using the core program, classes are taught

by teachers of various subjects who thus become sharply aware of the problem. Some schools report regular conferences of the chairmen of the "textbook" subjects to discuss the problems of retarded readers. One school has a highly organized Reading Council representing all subjects and grade levels to cope with the reading problem. This council sponsors meetings of teachers, issues bulletins, prepares materials for all subjects, offers teacher training, and conducts clinics.

One practice is lessons on how to study and use the textbook conducted by teachers in all subjects. Another practice in written composition is to have the social studies teacher mark work for content and the English teacher mark it for form. In some schools recommendations for modified classes are made through consultation with English and social studies teachers and sometimes others. Faculty meetings devoted to the problem of the retarded reader are also noted.

## 9. CLASS ORGANIZATION

Homogeneous grouping on ability levels in all grades is the common practice. For slow learners some schools prefer X-G classes of the core type. Other schools prefer to organize slow classes along departmental lines. Those schools that find it possible to organize them recommend writing clinics in addition to the regular program. All schools note approvingly the work of speech clinics for stuttering, lisping, foreign accent, and voice. Some schools have reading classes for the retarded readers in place of the regular English class. Other schools prefer to establish reading clinics which meet less frequently but are in addition to the English class. These clinic classes have the advantage of much smaller registers (from 5 to 15 pupils) where it is possible to give more individual attention. For students of average intelligence, but with shortcomings in English, one school organizes a remedial English pilot class.

## 10. TEACHING PROCEDURES AND DEVICES

One chairman notes that the best device is teaching that follows recognized principles in the hands of a competent teacher. Another chairman replies that any device which makes the pupil work to capacity, utilizes his interests and special skills, and enriches his



emotional, spiritual, and academic backgrounds is effective. Special devices come best from the ingenious teacher in meeting the specific situation.

Again a chairman recommends sympathetic and encouraging teachers who understand and are interested in their pupils, give work that makes sense to them and offers a reasonable chance for success, make definite and clear-cut assignments, and utilize notebooks as a record of progress. The best device, in other words, is the skillful teacher.

For reading, recommended procedures are wide reading on material of powerful interest appeal, work-type reading exercises, frequent short-answer quizzes, simplified precis work, and vocabulary building.

For writing, recommendations are outlining for practice in organization of thought, close observation of environment, frequent note-taking, and the habit of proofreading. Other departments can render invaluable assistance in overcoming errors in spelling, grammar, and other technical elements when their help is enlisted in making deductions for such errors.

For speaking, the most effective procedure is school-wide insistence on full, clear, and audible recitations. Speech work that partakes of realistic, practical, and life-like situations is found most effective.

For listening, the reading aloud of magazine clippings followed by questioning and discussion is suggested. The relation of anecdotes for the prediction of outcomes is also recommended.

Other procedures found successful are these: lessons on how to study, open book lessons and tests, laboratory lessons, thematic units, class and individual progress charts, and audio-visual aids.

#### 11. MEASURING PROGRESS

All schools report the use of standardized reading tests, diagnostic tests, and evaluative tests. In some schools the battery of tests is administered three times during the student's course, on entry, and in the fourth and seventh terms. Other measures of progress used are unit and uniform examinations, city-wide and Regents tests, and teacher tests. For writing, individual error charts are kept. In speech, continuing record cards are passed along to the pupil's successive teachers. Anecdotal records are also reported.

### IMPROVEMENT OF BASIC SKILLS

#### 12. PERMANENCE OF SKILLS

On the permanency of the basic skills few objective data were offered. One school reported, "We feel that skills are maintained. We find a carry-over into other departments." Another school said that the products of remedial and clinic classes maintain themselves in regular classes, but no really tangible data were offered. Some colleges make regular reports on the progress of graduates, but such pupils are for the most part only the best. In some cases returning graduates in the business world offer their testimony, but this is only of the sketchiest nature. Most chairmen feel that retention of the basic skills is largely an individual matter dependent on interest, effort, and use.

#### 13. TEACHER TRAINING

Teachers are trained through supervisory observation and conference, department meetings, and group meetings devoted to special areas. Intervisitation, demonstration lessons, and in-service courses are also mentioned. "Learning on the job" with constant supervisory assistance is considered one of most effective means of training. A well-stocked department library of professional texts and magazines, manuals, and materials has proved helpful. Meetings of the English and the Speech Teachers Associations, especially those featuring demonstration lessons, have proved stimulating and constructive.

Mimeographed materials comprising abstracts, summaries, and discussions of professional problems and materials, model lesson plans, and lists of procedures and devices distributed by chairmen have proved useful. A practice reported as very helpful is the conducting of regular meetings of the X-G teachers at school, district, and city-wide meetings. The publication *The Retarded Reader in the Junior High School* was mentioned several times as a particularly helpful type of manual well worthy of emulation in other areas.

#### 14. PARENTS AND COMMUNITY

Parental cooperation is enlisted on an individual and group basis. Form letters are sent to parents to indicate matters on which their cooperation is solicited and ways in which they may give it.



Personal interviews are arranged. One school reports group meetings with the parents of all freshmen. Parent-Teachers Association meetings are devoted to the general problem. P.T.A.'s have aided by obtaining needed materials for the schools (especially audio-visual equipment), books for the school library, and public libraries for the community.

Business and industrial houses, as well as business associations, are reported most helpful in supplying free materials of educational value to the schools. Their sponsorship of contests and donation of awards are noted as encouraging stimuli for students. Metropolitan colleges have proved very helpful as referral agencies for severe reading handicaps.

## 15. GUIDANCE PROCEDURES

The principal means of guidance is the constant reappraisal of the pupil by the classroom teacher with subsequent measures for readjustment. Referral to the department chairman is another constant procedure. Personal interviews by the guidance counselor on the basis of record, accomplishment, and problems are also frequently reported. In such cases the parents are usually also consulted. When discrepancies between potentiality and accomplishment are noted by either teacher or guidance counselor, interviews, retesting, and readjustment of programs may follow. Several schools report regular classes in orientation for all entering students.

### Replies to the Questionnaire on the Improvement of Basic Skills in Mathematics

#### 1. DEFINING SKILLS

The responses as to the precise definition of basic skills evoked a wide range of reactions. All schools include the four fundamental operations with integers, fractions, decimals, and per cents. There is also unanimous agreement on the need for a grasp of number relationships and the ability to solve simple problems.

At this point the responses vary widely. Some of the additional items follow:

- a. Use of tables—interest, income tax
- b. Measurement and the use of simple measuring devices such as the ruler and the protractor

## IMPROVEMENT OF BASIC SKILLS

- c. Interpretation of graphs
- d. Simple geometric concepts, such as the angle, parallel and perpendicular lines, types of triangles, and identification of common solid figures
- e. Computation of areas and volumes
- f. Scale drawing
- g. Installment buying
- h. Ratio and proportion
- i. Indirect measurement

Apparently, the areas of unanimous agreement are too restrictive. On the other hand, the inclusion of all the suggested areas would entail a definition of basic mathematical skills that would pose formidable curriculum problems. Obviously each individual school report is conditioned by the definition of basic skills accepted by the school.

#### 2. IDENTIFYING THE RETARDED

All schools report the use of the *New York City Arithmetic Computations Test* to identify those who are deficient in basic skills. In some cases the test is supplemented by an examination of elementary and junior high school records.

The universal dependence upon the *New York City Arithmetic Computations Test* raises the question of consistency. The test includes little more than abstract manipulation involving the fundamental operations with integer, decimals, fractions, and per cents. How does the use of this test meet the requirements of the broad definitions of basic skills submitted by the schools? If a comprehensive program of improving basic skills is to be undertaken, more suitable testing instruments must be made available.

#### 3. PROGRAMMING

With reference to programming, all schools report that there is little or no difficulty in placing pupils in special classes for remedial instruction in arithmetic.

#### 4a. PUPILS BELOW NORM

Schools generally have no organized programs and grade. However, in order to meet the High School Division directive of a



minimum arithmetic competence requirement for general diploma graduates, schools have set up a variety of procedures. Most schools administer standardized tests in the sixth term to identify students who have not reached a reasonable degree of proficiency in arithmetic skills. Students found to be deficient are helped in a variety of ways, e.g., special classes, directed home study, and coaching by Arista students.

#### 4b. PUPILS BELOW POTENTIALITY

Little or no provision is made for the superior student who is above the norm for age and grade but has not realized his potential with respect to achievement in basic skills. In fact, no organized attempts to identify such pupils are reported. Some schools report that individual teachers make an effort to provide assistance in connection with the regular work in mathematics.

The degree to which the regular work in academic mathematics is effective in maintaining or improving basic skills is problematical. There is no doubt that some arithmetic skills are called into play in many algebraic operations, in numerical problems in geometry, and in calculations needed in the trigonometry class. A scientific study of this question would probably be very revealing.

#### 5. ARTICULATION PROCEDURES

Schools describe a variety of procedures employed for promoting articulation with the feeding schools as a means of producing improvement in the basic skills. Some schools report that the grade advisers of the high school visit the feeding schools for consultation. In a few cases, chairmen of mathematics departments have made such visits and have met with junior high school supervisors and teachers. In one school, yearly conferences are arranged with the principals of the feeding elementary and junior high schools. At these conferences problems dealing with records, programming, and courses of study are discussed. One chairman emphasized the need for such articulation on a systematic and city-wide basis. In general, the reports reflect the belief that articulation with feeding schools has not had a significant impact upon the problem of improving basic skills.

### IMPROVEMENT OF BASIC SKILLS

#### 6. TEXTS AND MATERIALS

The problem of appropriate text and drill materials does not appear to be a formidable one. Most departments depend upon drill materials of the workbook variety. In some cases, these materials are supplemented by mimeographed sheets. Some schools report that work done in general mathematics and business arithmetic classes includes concentrated attention to basic skills.

#### 7. USE OF THE LIBRARY

No replies were received to this question.

#### 8. ARTICULATION WITH OTHER SUBJECTS

Some schools report that other departments, such as science, industrial arts, bookkeeping, domestic science, and social studies, refer specific student arithmetic shortcomings to the mathematics department for inclusion in the remedial program. This practice enriches the basic skills program since it provides student motivation and is functional in terms of the needs of the pupils. One chairman of a mathematics department suggests that a comprehensive study be undertaken to collect such materials.

#### 9. CLASS ORGANIZATION

All mathematics departments report that remedial arithmetic classes have been found to be effective although no evidence beyond observation is offered to substantiate this belief. In all cases, the necessity for small registers for such classes was emphasized.

A number of schools indicate that some provision is made for individual help by pupil teachers or by regular teachers in lieu of building assignments. The implication that a significant number of retarded students cannot be reached by normal class procedures but must have individual attention is inescapable.

In one school, the basic arithmetical skills were kept alive by providing a five-minute daily drill in the essential operations with integers, fractions, decimals, and per cents in every class in every grade. Inventory tests given at the beginning and end of each term invariably showed significant gains for the majority of pupils.



One school reports the institution of a one-year course called *Essential Mathematics* sponsored by both the accounting and mathematics departments. This course is designed for pupils with serious retardation in arithmetic. During the first term, the first third is spent on a thorough review of arithmetic. The second third provides for a concentration on applications of general interests, such as the use of ruler and protractor and simple formulas. The final third is spent in a study of commercial applications of arithmetic, such as invoicing, calculation of trade discounts, and the operation of a checking account. Much of the content of the course is prepared on work sheets which are used both in class and for homework.

#### 10. TEACHING PROCEDURES AND DEVICES

Through continued experience in working with students who are retarded in arithmetic skills teachers have discovered a number of basic teaching principles.

One chairman writes, "Constant drill in the four fundamentals. . . Quiz daily if possible and very short. . . The General Mathematics Course is flexible and can be adapted to suit the needs of the class. . . Work is practical and concrete. The pupils are not rushed, but care in working is stressed. Giving them work within their powers, it is hoped, will help each to gain confidence. A feeling of success and accomplishment is generated. Since the span of attention with these pupils is short, the program for a period in General Mathematics is quite diversified. Hence, one needs good mathematics teachers to make that course truly successful."

Another chairman writes, "Mathematical recreations are used for purposes of drill and to stimulate interest in numbers, and to arouse interest and curiosity and to build up self-confidence. Graphs of daily test marks are made and kept up-to-date."

#### 11. MEASURING PROGRESS

All schools report that progress is measured by the results of standardized arithmetic tests, usually various forms of the *New York City Computations Test*. One school reports that it also measures the success of its program by observation of the weaker students with respect to attitudes towards work in the mathematics class. To quote, "With success comes a well-adjusted boy."

#### 12. PERMANENCE OF SKILLS

The degree to which improvement in basic skills remains a permanent acquisition is very difficult to judge. Yet, this is a fundamental question which needs exploration if the ultimate effectiveness of the school program is to be validated. Schools report subjective reactions with statements that there is no evidence to support these reactions. An authoritative judgment would undoubtedly involve the setting up of a comprehensive evaluation program extending over a period of years. So far as is known no such evaluation program has been attempted.

An aspect of the problem which must be considered is the degree of retrogression. One chairman writes, "I am inclined to believe that there is much retrogression due to non-use. The tests given to seniors show no appreciable improvement in arithmetic grade from those given to entering freshman. After one year of *Business Arithmetic*, there is a significant improvement in arithmetic competence, but this does not show up in the senior grades."

#### 13. TEACHER TRAINING

Schools report that the training of teachers involves the usual supervisory techniques. These include observation followed by conference, discussions at department meetings, cooperative preparation of materials, and attendance at city-wide meetings. One department has made a study of the new developmental arithmetic program in the elementary schools in order to become familiar with teaching methods used in the lower schools.

#### 14. PARENTS AND COMMUNITY

Schools report that parents are interviewed to seek their cooperation in an attempt to improve student achievement. In most cases, however, this is done exclusively where students are troublesome or non-conformist.

In one school an attempt is made to involve parents on some units of work. For example, in the unit on taxes, income tax blanks are secured and filled out at home. Problems on home finances and insurance are brought to class for analysis and solution.

#### 15. GUIDANCE PROCEDURES

In general, schools report the following guidance procedures. First, there is formulated a systematic method of identifying



students who are deficient in basic skills. This is accomplished by referring to the pupils' scores on the *New York Arithmetic Computations Test* and to teachers' recommendations based on achievement in class. Then there is provision for placement in appropriate classes. In most schools each student so placed is made aware of his deficiencies. Then a program of continuous evaluation is organized.

The problem of correct placement often involves complications. One chairman writes, *"We try to make parents aware of the different tracks we offer. We often have trouble convincing parents of very weak students that the college-preparatory courses are not in the best interests of their children. Only failure in the academic courses eventually succeeds with some of them."*

#### 16. ADDITIONAL COMMENTS

The following additional comments are typical of those sent in.

*"Developmental mathematics has very much in its favor, but it falls short in inculcating a habit of concentrating on and acquiring certain basic skills which seem to be lost thereafter to the pupil."*

*"When the need is met for specially trained teachers for slow learner classes, and for small class sizes for these classes, then our program will be more successful."*

*"Also, better articulation between the Junior High School and High School Divisions is a must, especially now that almost all 8B schools are changing either to 6B or junior high schools."*

#### Conclusions

It should be emphasized that this study is in no sense a survey of present practices in the high schools with respect to the improvement of basic skills in the 3 R's. The Committee has merely assembled and reported some worth-while administrative procedures and pedagogic devices which were voluntarily submitted by several schools that have made progress in solving this problem. Undoubtedly, the practices described are typical of efforts in many other schools not canvassed.

As the Committee pondered over the replies to its questionnaire, certain reasonable inferences suggested themselves, some

based on the responses from the schools, other having their roots in the thinking and experience of the Committee members. It is in this setting that the Committee advances the following conclusions for further consideration and study by teachers, chairmen, principals, and the High School Division.

1. The high school must accept the responsibility of providing instruction designed to improve the basic skills of all its students who are deficient in these areas. For many decades it was assumed by high school teachers that the development of basic skills was the exclusive function of the elementary schools. However, such factors as the operation of the continuous progress plan in the elementary schools and junior high schools, as well as the independent phenomenon of a tremendous growth in secondary school enrollment and holding power, have greatly increased the number of pupils in the high schools who are seriously retarded in the 3 R's. To repeat what was previously stated, the reports of survey tests taken in December, 1952, and March, 1953, reveal that 15% of eighth grade pupils were retarded three years or more in reading and 13% of these pupils were retarded three years or more in arithmetic. In addition, a larger percentage was retarded one or two years in basic skills. Under the circumstances, the continuous and progressive improvement of basic skills in reading and arithmetic must continue to be the joint concern of all levels of the school system.

2. It follows as a corollary of the first conclusion that the greatest possible articulation should be established between the high schools and the schools which feed them so that the pupils who are seriously retarded may be properly identified at the high school level and helped to reduce or overcome their handicaps. In some schools a good deal of this articulation is being achieved on a personal and individual basis. There is need for a city-wide and comprehensive attack on this problem which will consider such factors as cumulative records, programming, content, and methodology.



3. The eight schools replying to the questionnaire are cognizant of the problems suggested by the questions and are developing, within the scope of their limited resources, administrative and pedagogic devices designed to solve these problems.

4. Because of the growing importance of the mass media of communication, the basic skills of reading and writing must be enlarged to include speaking and listening. The schools queried are in agreement that this should be done. This does not imply that the telephone has outmoded the friendly letter or that the radio, television, and talking pictures can replace the novel and the newspaper. It means that these added skills must also be effectively trained if the student is to function competently in the environment of the day.

5. The definition of basic skills in mathematics as one of the 3 R's needs clarification. Should these basic skills be restricted to arithmetic concepts and operations, or should they include certain elementary principles of algebra and geometry?

6. A comprehensive program should be implemented which will provide all necessary services for atypical pupils in the development of basic skills in reading, writing, and arithmetic. Such a program will entail increased budgetary appropriations required to furnish adequate books, materials, equipment, and a sufficient number of well-trained teachers to man the classes needed for this purpose. In particular, provision should be made to meet the needs of Puerto Rican children and children of foreign birth who enter high school unable to speak the English language.

7. There is a serious need for the development of improved texts and other adequate teaching materials for remedial work in arithmetic and reading.

8. Studies should be undertaken to determine the most effective methods and procedures for improving basic skills. For example, is it better to resort to formal repetitive drill on basic elements of spelling, vocabulary,

and the fundamental operations in arithmetic, or is it wiser to rely upon the indirect assimilation of basic skills through the use of varied and significant materials in their natural settings? Is a combination of these procedures most likely to be successful? In the teaching of effective habits in listening, to cite another example, what help or scientific guidance can be given to the teacher who wishes to develop this skill?

9. A survey should be made to determine the extent to which pupils whose achievement level in the basic skills is at or above the norm for their age and grade have failed to realize their full potentialities. The Committee believes that there are thousands of such pupils in the high schools and that they would benefit by a remedial program designed to meet their needs.

10. The problem of the extent of possible gains in reading and arithmetic skills, given a certain basic ability, needs further elucidation for instructional and administrative guidance. Are such gains maintained beyond the period of training or do they tend to diminish or vanish altogether when systematic instruction and drill are suspended?

#### DUELING, ANYONE?

There are means, history shows us, whereby dueling can be used to puncture inflated egos without, however, extinguishing them. For example, Germany's great statesman, Bismarck, an outstanding and fearless duelist, once called for a showdown on the field of honor with a Professor Virchow, a famous bacteriologist. In a kindly gesture, Bismarck, the "man of blood and iron," offered the feeble professor a choice of weapons. The professor showed up at the appointed hour with the weapons—a juicy sausage in each hand. One of the sausages, he told Bismarck, was saturated with lethal germs; the other was tasty and harmless. "Choose your sausage and eat together!" Flushed with anger, Bismarck stalked off the dueling field.

—Harry Kursh, in "Scabbard and Blade,"  
New York Times Magazine



## Education of the Gifted in the Academic High Schools

BERNARD E. DONOVAN\*

The High School Division has long been concerned with the education of the gifted. The growing need for leadership in scientific and technical fields and the simultaneous need for teachers, doctors, and other professional persons has led the Division to review its procedures for stimulating pupils who show evidence of generally superior intellectual ability.

Although education of the gifted has been a part of the high school program for many years, New York City has not established a specific definition of the classification "gifted." Schools have been permitted to develop their own programs for the identification and education of the gifted, including those with special talents.

In November, 1953, a survey was made of the provisions for gifted children in the academic high schools. For the purposes of this survey a gifted child was defined as one whose IQ was 120 or over. This was an arbitrary choice, but it was selected as being reasonable. The study was not aimed at pupils who were talented in special areas, although the responses included some information about these pupils also. In reply to this survey, a variety of practices were reported which are summarized here under several headings.

### Identification of the Gifted

The academic high schools use different methods of identifying gifted pupils. Of the 54 schools, 51 use the I.Q. as one identification factor but the minimum I.Q. apparently ranges among schools from 110 to 130. Only 10 schools reported a minimum I.Q. of 120 or more. In fact, specific I.Q. minimums were indicated by only 16 schools. The remaining 35 schools which reported the use of the I.Q. declined to give a specific I.Q. They stated that the I.Q. minimum was somewhat flexible and was not as important as the teachers' recommendations and the students' grades.

\* Divisional Administrative Assistant.

## EDUCATION OF THE GIFTED

It should be noted that only 3 schools use the I.Q. as the sole basis for identification. In 25 schools the I.Q. is used in conjunction with school marks, usually an 85% or better. It is customary for these schools to remove a pupil from the special program for the gifted if the pupil fails one or more major subjects.

In the cases of pupils entering the high schools, 32 schools use the I.Q. along with the recommendations of teachers in the lower schools. Of these 32 schools, 18 also consider reading comprehension and arithmetic competency. Some schools review the pupil's health record so as not to overburden a pupil who has a defect in vision or a cardiac condition.

The schools report generally that the basic use of the I.Q. for the selection of gifted children is accompanied by some form of additional evidence of ability. This indicates a reluctance to place too great a reliance upon group intelligence test ratings from the lower schools and a recognition that the I.Q. does not tell the whole story. Some schools report that their programs for the gifted include pupils whose I.Q.'s fall below the basic I.Q. but whose interest, enthusiasm, and general ability have brought their need for this type of education to the attention of the school.

Three schools report that they do not have separate provisions for gifted pupils, but integrate them into the programs of the regular pupils with special individual attention being given to their needs in their respective classes.

There are four special academic high schools for gifted children. Two of these, Bronx High School of Science and Stuyvesant, have competitive entrance examinations. Brooklyn Technical has an entrance examination but also considers the elementary school scholastic record and the recommendation of the elementary school principal. The fourth school, Music and Art, bases its selection upon aptitude in creative art or music.

### Type of Organization

The academic high schools have three types of organization to care for gifted children.

#### 1. *Separate specialized schools*

New York City has the four academic high schools mentioned above, whose purpose is to provide curricula



for students whose interests, capacities, and talents merit advanced, specialized training. Bronx High School of Science and Stuyvesant High School offer a specialized program of science and mathematics for college-bound pupils. Brooklyn Technical offers a similar program and, in addition, a technological course for gifted pupils who do not intend to go to college. The High School of Music and Art gives a college-preparatory course with special emphasis on creative art and music. While the pupils in this school are gifted in the sense of being talented in music or art, and are generally pupils with superior scholastic ability, admission is not limited to those with very high I.Q.'s.

## 2. Honor schools within schools

Eight academic schools have organized separate schools for the gifted within their regular school organizations. In this type of organization gifted pupils are segregated in practically all classes except health education, study hall, and lunch.

## 3. Honor classes

There are special classes in 42 of the academic high schools for pupils of superior attainment in particular subjects. The pupil follows an enriched course in the subject for which he shows special aptitude, while attending regular classes in other subjects.

### Number of Pupils Involved

The academic high schools reported 24,710 children with I.Q.'s of 120 or over who were involved in their program for gifted children. Of this number, 8,213 pupils were enrolled in the special high schools. There were additional pupils who did not have I.Q.'s of 120 or over, but who were talented in special fields.

Thirty-two schools begin their program for the gifted in the first term, while the remainder start in the third term. Practically all schools continue the program through the 8th term, but eight schools end it in the 7th term.

### Curriculum Followed

The academic high schools indicate that they believe gifted children should be given an enriched and deepened program of learning rather than an accelerated program. One school stated it well by saying that the program should be "ground cultivated rather than ground covered." The essential ingredient of all the programs is the conscious effort toward making gifted children extend themselves to their full capacity in various phases of secondary education so that they will emerge from secondary school with a well-rounded education in addition to competency in certain special areas of interest.

In the matter of enrichment as opposed to acceleration the New York City high schools are emphatically on the side of enrichment. This places them in company with about half of a large group of the nation's educators as reported by Dr. Frank T. Wilson in a recent issue of *School and Society*.\*

Special emphasis in every area of instruction is placed on the stimulation of initiative and ability to do individual study. This develops into the pursuit of special projects and in training in the proper organization of material. It is true that these students proceed at a faster pace, but they are at the same time being given a broader view of the subject area.

Some schools choose a somewhat restricted block program for the early years, but these schools are few in number. In addition to teaching the basic subjects, all schools are interested in developing latent talents.

Not many of the academic high schools have complete honor schools. Most have honor classes for gifted children. These classes occur most frequently in English and social studies. Upper-grade language, science, and mathematics classes, while not organized distinctly for the gifted group, automatically become types of honor classes.

It is through these special classes that provision is made for students who are talented in specific areas. Special courses in ceramics, oil painting, orchestration, zoology, navigation, public

\* Frank T. Wilson, "Educators' Opinions About Acceleration of Gifted Students," *School and Society*, New York City, Vol. 80, No. 2044, October 16, 1954.



speaking, journalism, advanced industrial arts, and other subjects are offered to satisfy the needs of these pupils.

In all of the programs reported by the academic high schools a conscious effort is made to prepare these gifted pupils for college work. It is for this purpose that emphasis is placed upon organization of material, individual study, and ability to do concentrated work. Most of the pupils in this gifted range take the academic or technical course of study although a few go into the commercial course.

It is impossible to detail here the types of classes which are organized in each area for gifted students. Many of the individual reports of the schools give brief descriptions of their offerings and it is apparent that these offerings are as widespread as is possible under the restrictions of a specific teacher allotment.

The program for gifted children is so organized in the academic high schools that these pupils are not segregated for minor subjects, electives, assemblies, lunchroom periods, clubs, and other general school functions.

It should be noted that this survey of curriculum practices does not take into consideration a great variety of indirect means employed by the schools to help the gifted and to develop qualities of initiative and leadership—school government, clubs, forums, assemblies, school and specialized department publications, pupil planning and management of social functions, and active participation by pupils in numerous special group and individual projects.

#### Selection of Teachers

The selection of teachers for classes in the program for gifted children is based upon the same general considerations in all of the academic high schools. In order to give stimulation and direction to this vital program, principals search for teachers who have outstanding cultural backgrounds and an interest in helping gifted children. This involves a desire on the part of the teacher to assume the additional responsibilities of teaching a class of youngsters who possess a high degree of intellectual curiosity. The principal takes into consideration the versatility and skill of the teachers to be selected. In all cases schools report that they desire teachers who continue to grow mentally and who are sympathetic and enthusiastic in contacts with bright students.

It is the problem of competent administration to spread these opportunities among the available members of the staff so that the pupils will receive the finest instruction and, at the same time, teachers will be encouraged to participate in this program as a part of their professional growth.

#### Advantages and Limitations of the Program

**ADVANTAGES.** The chief advantage reported by the academic high schools for giving a special program to gifted children is the stimulation given these students by association with other students of like ability. This forces the good student to give his best efforts to the area under instruction. A few schools feel that this special organization enables these bright pupils to proceed at a faster pace and also to do more intensive study.

It is also generally felt that giving special consideration to these pupils helps them to achieve better work habits and prepare more adequately for the type of challenge to be met in college.

The segregation of gifted children in special classes makes for a more efficient administration of the guidance program, particularly that phase of it which deals with careers, vocational guidance, and college preparation.

**LIMITATIONS.** Chief among the limitations is the necessity for putting less able pupils into the classes for gifted children because of the need for maintaining adequate class size under the present limited availability of teaching positions. This means that the classes cannot be geared completely to the needs and abilities of the more gifted children.

Many schools feel that unless the program is carefully supervised, the pupils in it are likely to become snobbish and to develop a feeling of superiority. The inclusion of these pupils in the normal classes for electives and minor subjects and in student activities is an attempt to remedy this situation.

The smaller high schools report an inability to provide all the special classes which they would like, because the size of the school limits the possible offerings.

Some of the students feel inclined to avoid these special classes because they are able to achieve higher marks in normal classes without the responsibility for additional work. This has an effect



on the record of the student for college entrance. Schools have taken steps to bring this problem to the attention of teachers of classes for the gifted so that those who participate in the program are not penalized by being given grades which are based on relative achievement among pupils of similar ability.

The most common complaint is that regular schools are deprived of intellectual stimulation by the siphoning of the best material for the special high schools. It is alleged that this diversion of a number of gifted children from the community high schools tends to lower the general intellectual climate of these schools. Even within schools, some teachers object to the segregation of the bright in special classes for the same reason. They argue that the general level of achievement is lowered in the regular classes of the school.

Some parents and pupils feel that an excessive amount of homework is given to pupils in classes for the gifted. This often reacts to the detriment of the pupil, particularly in matters of health. It is also recognized that certain gifted pupils are sometimes exploited in the name of enrichment.

**RECOMMENDATIONS.** As part of the survey, the schools were invited to make recommendations for the improvement of the program for the gifted. The most commonly expressed suggestions were as follows:

- a. There is still much work to be done in the identification and selection of pupils for this special program. Schools are not satisfied that intelligence quotients, reading achievement, and arithmetic ability are being properly ascertained. Also, a wide range of marking procedures makes it difficult to evaluate pupils' records.
- b. There is need for budgetary provision for smaller classes for gifted children. These pupils should be encouraged to do more individual, independent, constructive, and creative work. The nation's future demands their complete development.
- c. More adequate teaching materials are needed for the instruction of this type of child.
- d. Continuing in-service training must be given for teachers interested in this type of program.

- e. The experiments now under way for greater articulation between high school and college are of great importance and should be broadened to help the secondary school make adequate preparation for the continuing education of gifted children.

#### NEWS AND NOTES FROM THE CITY COLLEGE OF NEW YORK

The City College of New York has established a program of graduate work, leading to the degree of Master of Arts, in New York Area Studies. This unique course of graduate work is supported by a research grant from the Rockefeller Foundation, and a teaching grant from the Lucius N. Littauer Foundation. Art, Economics, Education, English, Government, History, Music, Philosophy, Psychology, and Sociology and Anthropology are among the departments participating in this inter-disciplinary program.

Research projects are now being undertaken which include a study of the emergence of Greater New York, 1898-1900; the nature of reform movements in the metropolis; centralizing and decentralizing forces in the political and governmental institutions of the Metropolitan Area; the dynamics of manufacturing industries and retail trade in the New York area; the metropolis as a center of art, literature and music; social class and stratification in the New York Metropolitan Area; unifying factors in Metropolitan group relations; and philosophical aspects of Metropolitan New York life.

A limited number of Graduate Assistantships is available for the academic year beginning September, 1955. Requests for additional information should be addressed to Professor Oscar I. Janowsky, Director of Graduate Studies, Convent Avenue and 139th Street, New York 31, N. Y.

#### ADDENDUM

Because my article "Football Hero or Zero" (HIGH POINTS, February 1955) has been subject to misinterpretation, I would like to say that I was not pointing at any one school or any one activity. I was using "Joe" as a symbol for a type of student who expects preferential treatment just because he happens to be a member of a club, a squad, a team, etc., in any school anywhere.

A. S. FLAUMENHAFT.



## An Experiment in Rehabilitation

MABEL D. STIMMEL  
Lafayette High School

In the New York *Herald Tribune* of January 27, 1955, there was a front-page article entitled "Harriman Has Youth Crime Plan." Five points were listed in the article:

1. Make State Youth Commission the permanent agency of the state to cope with delinquent problems.
2. Provide additional detention facilities, especially in New York City where "a critical situation" exists.
3. Make financial support of committed delinquents a joint venture of state and locality.
4. Enact legislation to authorize increased financial aid to day centers.
5. Hold more frequent conferences on delinquency and authorize a special commission for this purpose.

All of the above suggestions are valid and praiseworthy, but they merely apply a salve to a psychosomatic eczema which should be treated early and from within.

How does it happen that in each of the five suggestions, the child, at the beginning of his career, was not considered? Why is the emphasis not placed where all trained psychologists or just plain "child-centered" teachers know it should be?

To be more specific, here are considerations that should be stressed:

1. A little more money allocated to the schools and their teachers—no, a great deal more. Money which would make possible smaller classes, less harried teachers, and more time for each child.
2. A greater emphasis in colleges and schools on the child and his needs in every class and in every subject.
3. A readiness on the part of all teachers, whether they teach math, English, or health education, to *listen* to

## AN EXPERIMENT IN REHABILITATION

a pupil and watch for the first signs of maladjustment.

4. In the case of detection of strangeness or even suspicion of trouble, the availability of a trained person to help the teacher understand and reach the child.
5. The necessity of catching the danger signs when the child is very young and of alerting the parents to seek help.

WE CAN'T HAVE THE IDEAL. Is my head in the clouds? Perhaps. What then can be done here and now? I believe that more and more schools are becoming guidance minded. It is cheering to read in *HIGH POINTS* the many guidance-centered articles by teachers throughout the system. It may, accordingly, be of interest to others to read of our experiment at Lafayette High School.

We have two "Discipline Core" classes—one for boys and one for girls—3G1 and 3G2. We have decided to re-name the classes "Rehabilitation Classes" because of our purpose. Since we have discovered that the problems and reactions of the boys are very different from those of the girls, the teacher of each group works according to his own philosophy and judgment. The plan described below is the one followed by the girls' group.

In the first place, who is admitted to this group? To be considered, a girl must have failed in three respects: attendance (cutting, particularly), unsatisfactory character ratings from two or more teachers, and failure in school work. We try not to admit girls under 15 or over 16 years of age. However, it sometimes happens that a girl cannot function in the school stream, even in her first term. (We usually take girls from Terms 3-5.) This term, for example, D—had to be admitted to the group in her first term in school because she had fights in each of her classes, and even threatened bodily harm to some of her teachers. Since it was impossible for her teachers to conduct a lesson with her in the room, we made an exception and admitted her. This child benefited so from the class that she quieted down, did most of the school work required in the group, and made friends with the other girls. Generally, however, we give the pupils a year to adjust



to the school. If at the end of a year, they seem to be deteriorating instead of adjusting, we admit them to the "Rehabilitation Class."

**RELEASE FROM PRESSURE.** My philosophy is to study the girl for the entire time she spends in 3G2. There is very little talk on my part except to reassure the child that this class will not be a blot on her permanent record. The girl is permitted to talk about anything and everything on her mind. This outpouring does not have to be encouraged; it is almost impossible to stem, and therefore it is channeled into the subject matter which is offered to the pupils.

For example: English is the first subject class after the official period. On Monday, we have "Oral English." Since we have a maximum of 15 girls in the group, we draw our chairs into a circle and discuss the events of the week-end. This period always seems to be too short, but we stick to the bell schedule since we have found that even cutting short this type of discussion after 40 minutes has its value. (Talking without any limit in sight can lead to excess.) Each girl likes to add her bit. The cross-conversation and varied problems lead to a little self-forgetfulness—and a realization that the other girls have encountered rather similar experiences. Sometimes a tear is brushed aside while the girl laughs with her classmates who recognize a common problem. The bell at the end of the period seems to clear the atmosphere as we proceed to the typing room where practically no conversation takes place—only finger exercise. The girls are quieter on Mondays than they are after a reading or composition period. They seem to be very thoughtfully digesting what has just been discussed.

After forty minutes of typing, we return to our home room where the girls eat sandwiches which they have brought from home (10 minutes is permitted for eating.) During this time the radio is turned on softly. After eating, the girls do whatever handicraft they have decided to do. While sewing or drawing, they chat with each other. The teacher joins whatever little group has need for her services or opinions. At the end of this period the group goes to the health training room where we play ping-pong and Chinese checkers, or ride bicycles. In favorable

weather we go to the school yard and sometimes challenge the girls of the gym classes to a softball game.

**ROCKY ROAD TO REHABILITATION.** Do all the girls follow this routine? No. On her request, and after a period of consultation, a girl may be permitted to attend certain classes with the rest of the school. However, she understands that she is in each class only on probation. She is to be kept in the class only as long as her behavior, attendance, and work are acceptable to the teacher. In case of failure or noncooperation, the girl is withdrawn from the class and kept with the 3G2 group.

For example: M—is not a stupid girl. She has ability and ambition. Because of the stresses and strains at home, she began cutting classes, speaking insolently to her teachers, and disrupting her classes in other ways. Consequently, she was failing all her subjects. She was admitted to 3G2, but she felt unhappy because she really wanted to graduate. She explained that she had cut her classes because of nausea following violent arguments with her mother. Since she had to leave her classes so frequently, feeling ill most of the time, her teachers became provoked. When they refused to give her the pass as often as she asked for it, she became rude and often left the room without permission, sometimes even leaving the school for the day. This girl's trouble was in the home. After a few conferences with the mother, the teacher was able to establish a truce. The girl was then returned to classes, with her teachers aware of her special problem. She passed most of her work, seemed less green-hued than usual, and was anxious to return full-time to the school.

Another example of a situation not so easily adjusted: E—is a girl of a criminal family background. Both of her parents are in institutions, and she is being reared by her grandparents, who are essentially kind to the girl, her small sister and brother, but who unfortunately have no moral convictions and live in a type of "tobacco-road" setting. The girl is very grateful to her grandparents since she realizes that without their help she would be in a "home." However, she has no respect for them as people, and this makes her feel guilty. Usually, when she comes to school, she is somber and lost in thought. As the day wears on, she begins to smile and get very giggly. This moody behavior is difficult for



busy teachers to cope with, and so even though E—asked for regular classes while in the group, she did not last very long. After a few weeks she was attending only the first and second periods with the rest of the school and stayed with us for three periods. However, she did not want to go home at 12:30. The school was more pleasant than her home. She was tried in three different set-ups: first, a modified Italian class, which was unsuccessful; then a crafts class, in which she did not cooperate; and finally the library, which turned out to be just the place. She is useful and appreciated, and she spends her time quietly filing or repairing books. It may also be added that during our crafts period it was discovered that E—has a charming singing voice, and she will be added to the Cantata group next term when she is returned to regular session.

**THE NEXT STEP.** Usually, at the end of the half-year period, it is possible to determine whether a pupil can be returned to the school stream. For her first term back in regular session, the girl is given a special program with selected teachers. The dean of girls and the teacher of 3G2 keep in touch as to the progress, behavior, and adjustment of the girl. The girl herself feels free to consult both of the advisers at any time that problems arise. As a matter of fact, the teacher urges the girls to phone her at home if they think the problem cannot wait for the next school day. Many girls have accepted this invitation, and we discuss many troubles on the phone. There are not so many that they clutter up the private life of the teacher, but these calls seem to bolster the morale of the ones who phone. They feel that someone is interested even after school hours.

If the term passes without incident, the girl is allowed to proceed with no more individual supervision than the other pupils have. It is gratifying to get a slight wave or secret smile from some of the ex-3G2's as they pass in the halls between classes. This term one of the girls is graduating, and many others are advancing through the grades without further reports to the dean's office.

If, in the opinion of the teacher of 3G2, the girl is not able to be returned to classes, her parents are asked to allow the girl to leave school and take a position in the business world. Our

placement counsellor is very helpful in this respect. Strange as it may seem, it is not difficult for most of these girls to get fairly good jobs and to keep them. They work as salesgirls, filing clerks, stockroom girls, typists, messengers, factory girls, even receptionists. We hear from them frequently, and they are happy and well-adjusted in their work. Even after leaving school, some girls will phone and gossip about their activities and family events. They write friendly letters and greeting cards, and really show a need for a friendly voice and for concern in their well-being. Many visit us during the school session, usually timing their visits to fall in the crafts or games periods.

Finally, there is the third unfortunate group, the smallest, which neither can be returned to the school nor can adjust in the business world. In these cases, the girls, at the age of 16, are given home working papers, since for the most part their parents work, small children remain at home, and they are needed as substitute housekeepers. At least they have been kept in school up to the age of 16, attending regularly and taking the classes offered by the teacher of 3G2. This is the smallest group of all since most of the girls are not mentally retarded.

The girls of 3G2 are girls with personal and family troubles. They can be taught to carry their burdens and strengthen themselves in the process. When their troubles are not minimized but understood and accepted, the girls are brought to realize that at the age of 15 or 16 they are becoming adult and are expected to meet life's problems as they arise. By talking it out to the teacher and each other, they come around to shouldering their own burdens. This teacher, for one, has learned to respect most of her pupils for merely following the daily routine. How youngsters of this age can bear what they must and present a brave front to the world is a source of amazement to me.

**THE DAY'S SCHEDULE.** To summarize our day: From 9:15 to 9:30 we have the official period; the teacher is in the home-room, however, beginning with 8:25. Any girl who feels the need to talk to the teacher knows she is welcome and very often avails herself of this opportunity. The first subject class of the day is English. Most of the girls are third-termers and that is the term of English taught. For the second period we have first-term typing.



Any pupil who is more advanced may have the privilege of taking typing with a regular group. Usually this subject is so important to her that she is willing to behave. If she does not, then she simply stays with 3G2 and gets no credit for the period. The third period is spent in needle-work and art. We have made needle-point pictures, belts, and decorations of all kinds. For the fourth and last period of the day we go to the health training room as explained above.

After this period most of the girls go home. Those who would like to take an extra subject may stay longer—again, as long as they cooperate and do passing work. Thus a girl who is able to change her ways quickly, does not lose much time or school credit, even while in 3G2. The others, who spend a term out of the school stream, seem anxious to return.

**RETURNS ON THE INVESTMENT.** What is the value of a class like this to the school? Through the removal of these girls from their classes the teachers are able to conduct lessons for the pupils that want to learn. It is true that there are only 15 girls in the group, but the turnover is rapid, and girls are admitted all through the term. The total term register is often over forty. The class has an effect even in reverse. Those girls who are tempted to cut and misbehave are often curbed by the fear of being put into the "cutters" class.

The experiment seems to be successful. Of the group last term, only two will stay with 3G2. One is a seriously disturbed child who is waiting for a re-examination at Kings County Hospital. She has enough insight to realize that she should stay with this group. She once remarked, "I don't know why it is, but I can see in this class. In my other classes, I could never read anything."

"I don't fight in this class. I think I had better stay with you for a while."

The other is an introverted, unhappy girl who is on a waiting list for psychiatric help. She talks sadly and also realizes her need for assistance.

Otherwise, the group this term will be a new one—girls with new faces—new stories—old problems. They can be helped.

## Supervision in the Core Program

MAURICE WOLLIN\*

**INITIATING THE PROGRAM.** The core program should not be introduced into any school before the staff of the school is ready to accept the change. This process must be evolutionary, not revolutionary and the time required for starting the program will vary from school to school. A school which has reflected the significant changes in educational philosophy, psychology, and methodology occurring during the past two decades will be more ready to adapt its instructional program along the lines of the core curriculum than the school which has made no attempts to put such principles of modern education into practice.

In the junior high school the faculty which has had experience with the unit organization of learning activities and with the integration of several subject-matter fields in the study of problems based on pupils' interests and needs will not find the core program a strange phenomenon. The first job of the supervisor interested in the organization of a core program in this type of school is to discuss philosophy and objectives with a small, selected group of teachers. In this discussion the group should identify the positive aspects of the school program, and they should decide upon the fields which need to be explored further. These teachers may decide to try to place greater emphasis on such features as teacher-pupil planning, direct experience through trips and interviews, guidance-centered problems, a stronger mental hygiene approach in the class room, and extended experience in working in small groups. This list is merely illustrative and is not intended to be complete.

After examining the program of the school and deciding upon the goals to be sought, the teachers will probably want to benefit from the experiences of others in working with the core program. Books such as *Developing the Core Curriculum* by Faunce and Bossing and *Reorganizing the High School Curriculum* by Alberty provide excellent background in the philosophy and operation of the program. Osview's *Making the Core Work* and the United States Office of Education study entitled *Core Curriculum Devel-*

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opment: *Practices and Problems* also provide pertinent information for teachers and supervisors who wish to experiment with curriculum. *The Story of the Eight Year Study* by Aiken reports on thirty schools which pioneered in the development of a modern program of education for the secondary school.

The selection of the teachers who will carry on the experimental work is a crucial step. No definite statements may be made about the age, experience, or license of successful core teachers. Some young teachers have been found to be very rigid in their thinking and approach, while one teacher who had taught history and civics for 45 years proved to be amenable toward experimenting with core techniques. Two of the finest teachers in an English-social studies core were licensed in health education and business training, respectively.

In spite of the rather unusual case cited above, one must not make the mistake of thinking that core teaching requires no particular level of attainment in scholarship and cultural background. The core program cannot operate in a vacuum. *Specific subject matter concepts, understandings, and skills must be learned by the pupils, and a professional competent teacher is required to guide the learners.* As a matter of fact, the nature of the problems studied in core classes requires teachers who have excellent scholarship in their field. Given the teacher qualified in his field and flexible in his approach, one has the potentialities of a good practitioner of the core program.

**TEACHER TRAINING.** The supervisor of a core program faces many problems in connection with teacher training. A basic understanding of the philosophy of the program and some training in its accepted methodology must be given to experienced teachers who are new to the core as well as to beginning teachers. Today, many new teachers come to the schools with a knowledge of core gained in courses, observations, and student-teaching experiences. Teacher training must, of course, also include those teachers who are experienced in the core program since the core develops and changes as more experimentation and evaluation take place. (Incidentally, as an essential part of teacher training, some supervisor training must also take place to keep abreast of the development of the program.)

## SUPERVISION IN THE CORE PROGRAM

In introducing an experienced teacher to the core, care must be taken to allay his fears and insecurities; he must be made to realize that it is not so much a "new" program as a logical development of the old. The supervisor must inculcate in all teachers a willingness to experiment and try new ideas in the classroom.

An integrated program, with our present system of licensing, creates the problem of the teacher who is teaching in at least one subject area in which he has not had much, if any, specialized training. One way of meeting this problem is to recommend readings in the field both in subject matter and particular methodology. In many schools these books, pamphlets, and magazines are contained in the school's professional library. Another way in which the out-of-license teacher is aided is through observations of other teachers and demonstration lessons. One school organizes a series of demonstration lessons in which the English teachers show their techniques to the social studies teachers and vice versa. General, subject, departmental, and individual conferences are also used in training teachers. Of particular importance to new teachers is the initial conference, held before the school year begins. At this meeting the supervisor explains school policy to the teachers and helps them get off to a good start.

One of the supervisor's most important roles in relation to the core curriculum is that of a resource person. Through classroom visits and subsequent conferences, direct help is given to individuals. The supervisor also indicates sources of material for the teachers and the pupils and, in some cases, furnishes it or aids in acquiring it. Perhaps of greatest importance is the inspiration given to teachers by the supervisor. The supervisor must be enthusiastic and offer dynamic leadership.

Core curriculum coordinators play an important part in the training of core teachers. Under the supervision of the school principals they work with the teachers, giving assistance in all phases of the program. Some of the demonstration lessons are given by the coordinators. In many cases they conduct core conferences and confer individually with teachers to guide and advise them. They also act as resource persons for the teachers and the pupils; they arrange trips, procure materials, and assist in the classrooms in many ways. One of their important roles is to carry ideas from



school to school and to assist each teacher to fit into the over-all program of the school system.

Other people also assist in the program of teacher training. Such persons as Professors Deborah Elkins and Graham Beckel of Queens College and Dr. Arno Bellack of Columbia come to the schools and participate actively in the program, working with teachers and pupils. Organizations such as the Joint Council on Economic Education conduct workshops during vacation months to help teachers broaden their horizons. Some commercial and industrial organizations are also of help to the teachers; they send representatives who meet with the teachers and offer guidance and information in specialized fields.

It is important to note that teacher training in the core curriculum must include the entire school. The schools conduct general faculty conferences in which the core teachers, supervisors, and coordinators answer the questions of the rest of the faculty. The schools hold weekly core conferences during which the teachers study specific problems and trade experiences and ideas. In many of the schools these groups are organized as workshops, and the results of their work are published for future and present reference.

Teacher training is also carried on through institutes. These take place in the core schools, and teachers from other core schools are invited to observe lessons and join in conferences on problems.

Teachers new to core are assigned to experienced teachers as "buddies," and they work on an individual basis.

School and system publications give help to the teachers. *Core Exchange*, published by the Junior High School Division, contains examples of core activity and lists references and sources of materials. Curriculum bulletins are published in the individual schools.

Part of the teacher-training program is the work done with student teachers. These people are made welcome in the schools and are helped to understand the work being done. Most of these teachers are very much interested in core work. They seem to have an evangelistic approach to this new philosophy and organization of teaching in our secondary schools. They find it meaningful as a future profession for themselves. These student teachers are very helpful to teachers in the core by preparing bibliographies, work-

ing with committees, small remedial groups, developing materials, etc. They also serve as future sources of enthusiastic teachers anxious to apply independently the many techniques they have observed.

**GROUP PLANNING.** An indispensable feature of the core curriculum is group planning. Learning how to do it is one of the aims of the program for the children, and it is carried on by the teachers, the supervisors, and frequently by the community as well. When teachers plan together, the supervisor, in certain aspects, must take the lead. Administratively he provides time for conferences and materials for the work. In many cases, he personally leads the conferences and stimulates the work.

Core teachers plan together in many ways. Sometimes teachers of many subjects plan a large unit of work for several classes that they all meet. This sort of planning has resulted in units on "City Planning," "Neighborhood Improvement," and the like. In some cases several core teachers plan a specialized unit together in order to share experiences and more economically obtain and use materials. A common example of teachers' planning together is found in the core conferences previously mentioned. Much of the time of these groups is devoted to considering future work in the school and the sharing of materials.

The planning of the teachers and supervisors has its carry-over and counterpart in the planning of the children. A typical core unit will start with the class's planning with the teacher. During this process the teacher does not abdicate but guides the pupils and furnishes them with a background against which to plan intelligently. At this phase of their work the students will decide such things as the large unit problem, the sub-problems for committees and the estimated time they will require to do the work. Within their sub-groups the pupils again plan. This time they break down their individual problems and decide how to combine the results of their research and present it to the class. The children also plan together for special events such as excursions, assembly programs, and school government participation.

It should further be mentioned that the individual pupil in the core class is also guided in the method of planning his own work, his own time, and his own activities.



**PRESENT PROBLEMS.** The core program is dynamic, one that is constantly growing and developing. In a large sense it might be said that there is no such thing as "routine" in the core program from the point of view of the supervisor. No such program can develop without bringing about problems. Among these are the following:

1. *Personnel.* At present there is a large turn-over of teachers in the schools and this intensifies the problem of teacher training. Teachers in the schools are at all stages of development in regard to the program. In addition there is occasionally the problem of getting enough teachers.

The place of the older, experienced teacher sometimes presents a perplexing problem to the supervisor. People with many years of experience should not be forced into an experimental set-up against their will. Many of them have built up reputations as very fine teachers under the traditional program. The supervisor should capitalize on their abilities in special fields such as literary appreciation, vocabulary building, or map study by asking them to demonstrate and prepare model lessons for new teachers. They should be informed about all steps taken in the experimental program of the school. Naturally their participation in the core program should be welcomed when they are ready to volunteer their services.

2. *Physical Plant.* Many of the school buildings are inadequate for the traditional program and more so for the core. This leads to much improvisation and sharing by the faculty, the supervisors, and the custodial staff. The problem of furniture might also be included under this heading. A core classroom functions as laboratory, and movable furniture, work tables, and filing facilities make the work easier and more convenient. Some progress is being made along these lines, but much remains to be done.
3. *Resource People.* The principals of the core schools are unanimous in their appreciation of the work of the core coordinators. At present, these people are

shared among the schools. More help along these lines would be of great benefit to the program.

4. *Supplies.* The core class uses a variety of supplies and books of all kinds. Items such as drawing paper, paints, scissors, bulletin boards, and construction materials are in great demand. Also the classes need libraries in the rooms to supplement the home, school, and neighborhood libraries. Encyclopedias, atlases, dictionaries, and other reference works are needed in addition to supplementary reading books, pamphlets, and magazines of all kinds.
5. *Improvement of Instruction.* The virtue most required of the core supervisor is patience. The program frequently involves techniques and procedures which are new to the teacher. In exploring new fields the teacher is bound to make some mistakes. The supervisor must provide positive, specific help and must reassure the teacher that his efforts are worthwhile.

The supervisor must sometimes clarify the principles of the core program. Because of our current emphasis on children's working in groups, some teachers mistakenly consider committee work to be synonymous with core work. The values of working in committees need to be delineated, but this approach should not supersede all other accepted methods, such as the developmental lesson, supervised study, discussion of audio-visual materials, or individual reports.

With young, inexperienced teachers the supervisor sometimes must apply the formula of "go slowly." In his enthusiasm the beginning teacher may make the mistake of organizing committees before he knows the children or the error of attempting to work with too many groups at one time. The supervisor should discuss a teacher's plans with him *before* they are put into practice. This will enable the supervisor to call attention to pitfalls which may bring about very discouraging results.



6. *Administrative Matters.* In addition to the problems of class organization scheduling, and planning of conferences, the supervisor must also facilitate arrangements for special activities, such as trips and interviews, which are characteristic of the core program. Machinery must be created for covering the classes of teachers who leave the building for excursions, for recruiting parents to accompany the class, and for arranging for small groups of pupils to be excused from classroom attendance to visit and interview resource persons.

Teachers who are experimenting with new methods should not be subjected to working continuously in a "goldfish bowl." Intervisitation among teachers within a school is a normal part of in-service teacher growth, but the occasions on which the school is opened to outside visitors should be limited. New teachers should not be visited by people outside the staff until they have developed some feeling of security about their work.

**MATERIALS.** The nature of the core program requires many and varied materials for the pupils and the teachers. Every classroom should include textbooks, reference books, maps, globes, art supplies, and visual aids. The basic supplies of all kinds are obtained through the regular requisition. Occasionally special allotments are received to supplement this. Supervisors, teachers, and pupils also obtain material and information from outside sources. Letters are written and visits are made to government agencies and commercial and industrial organizations, and the material is brought into the classroom and placed in the library or the files.

Local public libraries also are very helpful in supplying books and other printed matter. This supplements the work of the school libraries which arrange to have books sent to the core classrooms on long-term loans where possible.

Optimum use is made of the materials and the space available for storing them by planning to have them shared. Records are kept of their whereabouts in the school, and these are available

to the teachers. Thus, when a teacher requires a particular book or some other item, he knows where it is and can arrange to procure or borrow it. Another device utilized in this respect is the resource room. This is a central depository for all sorts of materials. Teachers may borrow the items, and they are shown where they can obtain copies for themselves. The items in the resource rooms are filed and catalogued by topic and unit (according to the course of study) and they are constantly being augmented and revised.

The core program makes extensive use of audio-visual aids of all kinds. The tape recorder is used to record and play back the work of the students. It is also used to reproduce broadcasts and programs of the past. These are recorded by the schools for future use.

The radio is an important feature in the classroom, and the television set is also beginning to be used extensively. Both commercial and educational programs are used in conjunction with the work going on. These have been found particularly valuable in connection with current events.

The schools are developing libraries of filmstrips, sound motion pictures, and phonograph records. These are in constant use in core classrooms. District film libraries, commercial sources, and educational institutions also augment the supply of audio-visual aids.

In many ways the entire community—indeed the whole world—is a source of supply for the core class.

**EVALUATING THE PROGRAM.** The core program in the New York City schools is being evaluated by order of the Board of Superintendents. This is being done while the experiment continues. It seems to some of us that the experiment could have been given some time to take some more definite shape. However, we began the evaluation last year although measuring the effects of the core program on junior high school pupils is an extremely difficult task. The objectives of the core curriculum can be clearly delineated, but evaluating progress toward these objectives in quantitative terms is another matter.

There is no dearth of standardized achievement tests in mathematics, reading, language arts, and social studies. The selection



of a particular instrument to be used with New York City junior high school pupils presents a problem, because the commercial tests for which national norms have been established have not kept pace with curriculum developments in our schools. The social studies achievement tests are based on facts some of which are no longer emphasized in our course of study. We are more fortunate in the study skills tests in that they involve processes such as reading maps and interpreting statistical data. These are significant learnings in our core program.

Since academic achievement is one of the major factors which we wish to evaluate, we selected Form Jm of the *Stanford Achievement Test*, the best achievement battery we were able to find. We are far from satisfied, however, that this instrument is a completely valid test for what we want to measure. We feel that the schools participating in the Eight Year Study were extremely fortunate in having at their disposal the resources for creating their own evaluation instruments.

If we were somewhat troubled about the selection of suitable achievement tests, we were even more at sea with respect to evaluating the areas of personal and social adjustment, attitudes, and interests. After much deliberation the Core Curriculum Committee agreed upon the use of the *California Test of Personality* in conjunction with the *Revised Ohio Social Acceptance Scale* for the evaluation of pupils' personal and social adjustment. There were several attitude and interest inventories which had been constructed by the New York City Bureau of Educational Research for other levels of our school system. To make these inventories suitable for pupils of junior high school age, they were revised by a member of the Bureau staff and one of the Junior High School Core Coordinators.

A test of *Awareness of Community Resources* was constructed by the teachers of each school. This was done on an individual school basis to make each test valid for the particular community in which the school is located.

This evaluation program did not include the use of the matched pair technique for comparison with a control group on a city-wide basis. The members of the Core Curriculum Committee rejected this approach because they questioned the validity of the process of "matching children" on the basis of chronological age, sex,

and scores on intelligence tests. There are still so many variable factors in the make-up of the individual child, that the matching technique becomes questionable.

Another factor which led to the decision to omit the creation of a control group is the difficulty involved in distinguishing clearly between the practices carried on in the experimental and in the control schools. Some of the principals pointed to the evaluation of the Activity Program some years ago where the control schools carried on practices at least as modern as those found in the "activity schools."

Instead of such a controlled experiment, the committee voted to carry on a growth study in which an attempt will be made to determine the extent to which participation in a core program affects the functioning of junior high school pupils. The tests, checklists, scales, and inventories mentioned above were administered to a group of entering 7th year pupils in 1953. This group consists of rapid learners, slow learners, and so-called normal pupils. The same children will be tested again near the end of their stay in the junior high school. The scoring of the tests and the interpretation of the results will be carried out by the staff of the Bureau of Educational Research. This interpretation will be made in the light of a school history and description provided by the principal of each of the participating schools. The principals of experimenting schools were also asked to fill out a questionnaire which covered the following: cost of materials, cost of personnel, utilization of plant, holding power of core program.

When the evaluation is completed in the spring of 1956, we may very well discover that objectives sought in the core program have not been realized, or that perhaps on paper they have not been better attained than under the so-called traditional program. I do know, though, that it is a rewarding and exciting experience to be connected with the program, that teachers who have become trained in it will not give it up, and that the student-teacher finds in it something of the intangible that makes our work truly professional.



## How Alert Are Our Foreign-Language Teachers?

THEODORE HUEBENER\*

Recently a questionnaire was sent out to the foreign-language staff in the city schools for the purpose of gathering information with reference to their professional equipment. Over 800 teachers replied. Some of the more significant data for the 473 language teachers in the senior high schools are given below.

**SCHOLARSHIP.** With reference, first, to college degrees, it is gratifying to note that all members of the staff have a baccalaureate or its equivalent, 62 per cent hold a master's diploma, and over 6 per cent are Ph.D's. According to a survey made in 1936, at that time only 46 had a master's degree and less than 3 per cent held the doctor's degree.

Table I

PER CENT OF FOREIGN-LANGUAGE STAFF HOLDING—

<i>Bachelor's</i>	<i>Master's</i>	<i>Ph.D</i>
100%	62%	6%

**ADDITIONAL LICENSES.** One of the best indexes of linguistic proficiency and professional alertness is the figures on additional licenses and certificates of competence. A considerable proportion of the foreign-language staff in the high schools is equipped with such credentials; in fact, three-quarters of the teachers hold ancillaries.

Table II

PER CENT OF FOREIGN-LANGUAGE STAFF HOLDING ANCILLARIES IN—

<i>Other Languages</i>	<i>Other Subjects</i>	<i>Any Subject</i>
61%	14%	75%

\* Director of Foreign Languages.

## OUR FOREIGN-LANGUAGE TEACHERS

**STUDY ABROAD.** For the foreign-language teacher nothing is more valuable than contacts with the country whose language he teaches. More than one-third of the staff have studied abroad, and almost one-tenth hold certificates or diplomas from foreign universities.

Table III

PER CENT OF HIGH SCHOOL LANGUAGE STAFF WITH STUDY ABROAD

<i>Study Abroad</i>	<i>Certificates</i>
34%	9%

The proportion of teachers who have studied abroad varies among the different languages; for the teachers of French it is as high as 22 per cent.

**TRAVEL.** Many teachers have traveled repeatedly in the foreign country. A number have even lived abroad for a number of years.

Table IV

PER CENT OF HIGH SCHOOL STAFF WHO HAVE BEEN ABROAD

<i>Traveled</i>	<i>Lived</i>	<i>Studied</i>	<i>Revisited</i>
78%	45%	34%	38%

"Lived" and "studied," it must be noted, includes the time spent in the country by the rather small proportion of teachers of foreign birth (7%).

"Revisited" means a trip to the country within the last five years. The decline in travel is obviously due to increased costs.

**PUBLISHING AND LECTURING.** In view of the fact that high school teachers are not, like college staffs, expected to engage in writing and publishing, any activity of this nature may be considered additional evidence of professional alertness. The fact that over one-fourth have published a considerable number of articles within the last five years demonstrates a scholarly activity above the ordinary. Over 11 per cent have delivered lectures in a foreign language.



Table V

PER CENT OF FOREIGN-LANGUAGE TEACHERS WHO HAVE—

Written Articles	Published Books	Delivered Lectures
26%	15%	11%

The amount of writing and speaking is significant, varying from one article to a number of books and from one speech to a course of lectures. One Spanish teacher, for example, has 750 lectures to his credit. One teacher of French wrote 29 radio scripts.

READING. The reading habits of the staff are also a significant index of professional alertness. For the foreign-language teacher the reading of foreign-language books and magazines is almost a *sine qua non*. It is gratifying to note that over three-quarters of the staff do read foreign language publications. (Books were not asked for.)

Table VI

PER CENT OF TEACHERS WHO REGULARLY READ—

Magazines or Papers in Foreign Languages	Professional Journals
75%	71%

An examination of the figures presented reveals an encouraging picture. If statistics may be summarized in biographical form, it would appear that the average foreign-language teacher in the city high schools is 47 years old, has taught a foreign language for 25 years, holds a bachelor's and a master's degree, holds an ancillary license or two, has traveled at various times in the country whose language he teaches, and regularly reads one foreign newspaper, one foreign magazine and one professional journal. He speaks two and reads three or more foreign languages. He is a member of at least one professional foreign-language association.

In other words, our foreign-language staff consists, on the whole, of well-prepared, active and alert teachers.

## Films of Special Interest

(Exceptional motion pictures reviewed for teachers by the film chairman of the School and Theatre Committee, N.Y.C. Association of Teachers of English. For additional information consult your STC representative.)

### THE BLACKBOARD JUNGLE (M-G-M)

If you have been in Tanganyika for the past couple of months, you may have missed hearing about a movie called *The Blackboard Jungle*. Assuming that you have been here right along, turning your back on your students or remembering not to turn your back on them, we shall skip the plot and offer some random personal observations.

We may not be the best judge of the film's accuracy. In twenty years spent in five schools, the worst thing that has happened to us was to find "*Goldstein Is a Rat*" carved into a desk. But we have hardly been unaware of criminal incidents and tragic maladjustments among the city's school population, and we have not failed to hear our share of horror stories from teachers who have had to cope with them. We do not believe we are living in the best of all possible school systems any more than we believe that we are living in the best of all possible worlds.

On the whole we are as unshockable a "school audience" as M-G-M could ask for. We don't like doctors who reject *The Doctor's Dilemma* because it suggests that medical men are sometimes idiots, and we don't want to be one of those school teachers who are prepared to decry a "serious problem film" about education because it contains the suggestion that the schools are not always what they should be.

So we hope you will trust our sober second thoughts on *The Blackboard Jungle*. Having disliked the book, we were at first relieved that the film was not as dreadful as we feared it would be. But it has continued to live in our mind, and it has made a lasting impression. We think it is not just bad form, but bad movie, and likely to make almost as much trouble as it will make money. It is so plausible that the powers-that-be in education will spend time in denial and in pointing-with-alarm. This will cut into their real job, which is to improve the real school system.



It is so sensational that citizens who haven't been inside a school for years and who have more time for headlines than for P.T.A. notices will go into panic. This will cut into *their* real job, which is to sit down quietly and think about improving themselves and their homes and the society from which these youngsters are being graduated into the schools, the courts, and the jails.

There are four versions of *The Blackboard Jungle*: a novel by Evan Hunter, now conveniently published in a pocket edition for the youthful student of language and literature; a women's-magazine condensation (cleaned up for the glossy trade); a smash movie; and the social application of any one of these carried out by the individual reader or movie-goer. It's that 4-D *Blackboard Jungle* that we wonder about.

Somebody loaned us the magazine condensation before we saw the movie. It struck us as more revealing of the author than of the subject. A young man had taught school for half a year and had quit in anger. Good enough. If he's disturbed about having quit, his book will be full of exaggeration, telescoping, self-justification, in addition to the fashionable amount of mayhem and sex. But he will strike a blow in the good fight against the hundred social evils that produce juvenile delinquency; he will be moved not only by anger but by love and compassion for those who teach and those who are taught—or who could be taught. After all, "Rick Dadier," Mr. Hunter's protagonist, *wanted* to teach; what other *raison d'être* has his book?

Alas, somewhere along here we couldn't swallow the gnats in the author's blackboard jungle. For "Rick Dadier" has neither love nor compassion, nor has he any perception of the real goals or the real problems. His colleagues in the profession are (without exception) dupes, cynics, bores, or fools. His students are The Enemy or The Enigma. Their parents, their employers, their community and school leaders, are—are nothing; they simply aren't in the story. There is no school board. There is no social agency. There isn't much about a police-court. There is only one who is pure in heart, and that is Rick himself, who finally "breaks through" to his classes during a lesson in Heywood Brown's *The Fifty-First Dragon* so factitious and so patently absurd that it is embarrassing to read if one has been really teaching English anywhere.

(After seeing the picture, we thought we ought to read the novel in the original full-length edition, but we never got past page 28. We were reading the line "The older teachers were all lined up like bums at the Salvation Army"—they were getting their salary checks in case you don't get the picture right away—when we decided that we'd had enough of that.)

The movie version of all this is a slight improvement in matters of taste and logic, but (the power of the screen what it is) the sensationalism is even more disturbing. To the *teacher* who is watching what happens in "North Manual Trades High"—the rape attempt, the knife attack on a man in his classroom, the gang attack on two teachers outside school, the complete anarchy of the school organization, the outbreaks of violence every moment—it is clear that there is a small hard core of truth in it all, but it is not *this* truth, seen *this* way, told with *this* effect!

Taken as gangster melodrama in a new locale, *The Blackboard Jungle* is taut enough, exciting enough, to keep most people electrified by camera-shock and sound-shock all the way through. Directed by Richard Brooks, who also wrote the screen play, it reveals some of the smooth control of pseudo-documentary techniques that goes into "social" films. That is, we see tough young faces that come right out of city slums, and dirt-encrusted school corridors, and "El" scenery outside an ancient school play-yard; and we hear "Rock Around the Clock" and "The Jazz Me Blues" and "Jungle-E-Bop" in raucous insistence under the scenes.

The movie also has the virtues of two superior performances: a highly sensitive portrayal of Miller, the colored boy who is the natural leader of the group, by the gifted actor Sidney Poitier; and a sympathetic interpretation of Rick Dadier by Glenn Ford.

In his screen play, Brooks tried to show that there are schools and students very different from those in the "blackboard jungle," but unfortunately he created a wholly false point by making The Good School an upper-class outfit with waving palms in the background, proving (if he was proving anything) that California is the hope of the nation, and what can you expect anyway of all those foreigners in a place like New York?

Among the many, many things we couldn't believe in *The Blackboard Jungle*, besides those palm trees, were the opening



scene in which teachers (in this time of teacher shortages) quake for fear they won't be hired; the "breaking through" scene in which senior students are reached with a Disney short about Jack and the Beanstalk (no improvement whatever on the original *Fifty-First Dragon*); the English lesson in which students know which is the wrong choice in the sentence "If I were (he, him), I wouldn't say that"; the absence of all vocational education in this vocational high school; the Christmas pageant selections; the scene in which Rick overcomes the dope-addict in his classroom, knocks his head savagely again and again, with almost uncontrolled violence, against the blackboard, and then wins over to the side of non-violent law and order the erstwhile pals of the beaten student.

(Incidentally, although Hollywood is accustomed to hiring experts to give advice during the production of epics on the armed services, on sponge fishing, and on the lives of song writers, no teacher or social worker or judge or authority on juvenile delinquency was employed during the filming of *The Blackboard Jungle*.)

If there is one thing we can be sure of, it is that the picture will be seen by practically everyone who goes to the movies, and by many who don't usually go. If out of all this something emerges to help either the schools or our disturbed children, we shall be very much surprised—and ready to eat every word of the foregoing.

RUTH M. GOLDSTEIN

Abraham Lincoln High School

#### A NEW POINT 4 PROGRAM?

Warners, according to their publicity, intend to clean at least one face of an Egyptian pyramid for the sake of better color photography in a location-shot picture. And John Huston, who dug out the silt-choked harbor of the tiny Irish coastal village of Youghal in order to do location-shooting in *Moby Dick*, has moved on to the Welsh fishing village of Fishguard, where the local equivalent of a Chamber of Commerce should be able, during his eight-week stay, to find something in need of permanent improvement that would not look too surprising in *Moby Dick's* budget.

*Films in Review* (October)

## Education in the News

*"Accustom him to everything, that he may not be a Sir Paris, a carpet-knight, but a sinewy, hardy, and vigorous young man."*

—MONTAIGNE, in

*Of the Education of Children*

Some very beautiful junior high school buildings are going up all over the country. The *American School Board Journal* publishes handsome photographs and exciting floor plans of them every month. It's a joy to read about bright, shiny classrooms, with facilities definitely out of this school world.

In New York City, school population and real estate are both high, compelling certain restrictions of little concern to school architects in the suburbs, and everywhere else south and west of New York State.

I've been especially sharp-eyed recently respecting news and information of junior high school programs and facilities. Thus, I am getting to be conversant with school building programs throughout the country, especially for junior high schools. This journey into the land of betwixt and between has not been extraordinarily profitable. I've sought, especially in the optimum school areas of the country, for the new junior high school program which stands firmly on its own feet, and is not beholden to, or dependent upon, the high school above or the elementary school below.

As with a similar search, several years ago, in the area of Life Adjustment, a definitive junior high school program is still not discernible. Vestigial remnants of the traditional high school cling like barnacles, and the elementary school with its fresh vigor continues to exert its influence upward, albeit in a new guise. The special needs of the early adolescent and the teen-ager are not yet met. The need to explore, to probe, to seek and find individual realization in the midst of group sameness and commonality is at once the beginning and the end of the problem.

In modern architecture, where the design of the building takes its shape from the special needs of its occupants, the facade is secondary; perhaps, also, the form of a junior high school building should follow its very special function.



Many new junior high school buildings throughout the country would make fine elementary schools. Likewise, their construction would not hamper any present high school program. These edifices are splendid examples of modern architecture, but they have not yet gone to the heart of a *junior high school building*. Perhaps it is because we have not yet gone to the heart of a program of early secondary education.

If the teacher-centered curriculum is wrong for elementary school pupils, it is doubly wrong for junior high school pupils. The latter group requires a higher degree of individualization, a larger horizon of laboratory-workshop activities, a format that transcends, but does not ignore, the common learnings, still a prime essential in intermediate education.

Here and there, under "optimum" conditions, a core program gives promise of new worlds to come. But optimum conditions should not be prerequisite; any program must be able to function and flourish under "average" conditions, if it is to have a broad base. So very soon, so often, alas, after the brave format of an activity-core program becomes charged with teacher-fatigue, it returns to the "normal" situation of the teacher facing thirty pupils. Of course, no program can thrive on a high level of perpetual excitation. But, should it have to?

Well, this is not the moment to pursue the point further, but my interest was charged with a soupçon of a glimmer of what might be when I read an article in the December, 1954, issue of *Social Education*. It is entitled "The Constitution in Action," by Doris R. Brosnan, social studies teacher in Sewanhaka High School in Floral Park, New York. It is a short article; all of it is printed below.

#### The Constitution in Action

*Most of us, when we explain the meaning of the Constitution, are plagued with the question of how we can present the full meaning with "true-life" experiences in order that the student will understand the topic. The project here described resulted from several terms of trial and success. The classes in American history evaluated the project, and in their opinion this endeavor proved to be of value in the understanding of our Constitution.*

*The aim of the project is to help the student understand how the Constitution functions in everyday life. More specifically, it is expected that the project will give students a clearer understanding of the important provisions of the Constitution.*

#### THE PROJECT

*While studying each section of the Constitution, each student was required to read the daily newspaper and cut out all items that referred to Congress, the President, or the Supreme Court and its functions. The object was to illustrate as many sections of the Constitution as we possibly could so that each section might be more meaningful.*

*Once the project was under way, the superior student was challenged not only to read the papers but to consult old magazines that were in his home and bring in the clippings. Others went to the library to check the Congressional Quarterly for certain laws and to see how they applied.*

*It was decided that a minimum of 30 clippings would be sufficient for each individual project. The newspaper articles were mounted on a single sheet of paper with headings listing the source of the article, the date, the number of the article, and the section of the Constitution to which the clipping referred. The entire project was arranged similarly to the United States Constitution, and whenever possible the amendment as well as parts of the unwritten Constitution were illustrated. This was definitely not a "cut and paste" proposition. Students said they really learned a great deal about the full meaning of the Constitution as they presented their daily illustrations. The time limit for the project was approximately twelve weeks.*

*As a result of this project, some students expressed a desire to examine the constitution of their student government and evaluate it in comparison with the United States Constitution.*

JACOB A. ORNSTEIN

East Elmhurst J.H.S. 127, Queens



## Chalk Dust

Contributions for this page (150-250 words) should be mailed to Irving Rosenblum, Jr.H.S. 162, Brooklyn 37.

### WEBSTER, REVISED

With proper genuflections toward pedagogic modernism the teacher had introduced into the behavior unit of his course in general biology the "Blondie" comic books. Distributed by the New York State Department of Mental Hygiene, the pamphlets contain cartoon stories depicting the values of love and cooperation in family life. Conscientiously the teacher illuminated the story "Dagwood, in Scapegoat" with the etymology of the word *scapegoat*, even going so far (with an eloquence born of out-of-license teaching in the English department) as to act out the part of biblical people as they loaded their sins on the animal before sending it into the wilderness.

The mid-term test question read, "*When you place the blame for your own mistakes upon someone else, you are using that person as a ———.*"

The answers included such mundane responses as *scaby goat* and *scape coat* but also served to bring the teacher up-to-date on the contemporary lingo of the current scene:

- "Patsy, a fall guy"
- "a fall person" (a précieux derivative of the above)
- "guinea pig" (enter modern laboratory science)
- "cover-up"
- "shield" (racketeering and the underworld)
- "stooge"
- "stand-in" (Ah, Hollywood).

DAVID KRAUS

Far Rockaway High School

## HIGH POINTS OF HUMOR

A cartoon-of-the-month selection  
by J. I. Biegeleisen, Art Department,  
School of Industrial Art



"I'd like something for little boys with adult minds."

Courtesy: The Saturday Review



## High Points

### ADVICE TO CRITICS

The critic, when he deigns to read  
A book he thinks we shouldn't heed,  
Does not express himself in words fraternal.  
He browses through it in a mood  
Determined by his breakfast food,  
And then pontificates from heights supernal.

He dips into a pot of gibe,  
And spreads a lengthy diatribe,  
In verbiage turgescient and mephitic.  
The people who peruse the stuff  
Surrender to his manner rough,  
And label him an admirable critic.

In twenty years the book is found  
To be a classic all around,  
And worthy of encomiums prodigious.  
The critic is a man forgot,  
Or else condemned to earth and rot  
In language that is really irreligious.

The moral of this little rhyme  
Is here for those who take the time,  
And do not want to be an ignoramus:  
If you have items to review,  
Be sure you make a big to-do  
About a book that some day will be famous.

JACOB C. SOLOVAY

Fort Hamilton High School

### PERSONAL CHRONICLES AT CHELSEA VOCATIONAL

In order to stimulate interest in written English, I wrote up an out-of-the-ordinary experience I had at the start of the term, using a topical outline as a guide.

As the class was gathering, I put the outline on the blackboard. Then, after a few introductory words about the value of sharing

### PERSONAL CHRONICLES

our experiences with others, I read my personal narrative, which was well received. Directing their attention to the fact that—with a few alterations—they could use my outline to guide them in narrating one of their interesting experiences, I suggested that they write a first draft. The assignment was to polish up the first attempt and to turn in a neat final draft, properly headed, the next day. After correcting the work submitted, I returned the "bleeding" documents (dripping with red ink) with instructions to revise the papers. The final results seem to indicate that vocational high school pupils can communicate at least personal experiences in an effective fashion.

My outline and chronicle, and two of the student efforts, are reproduced below.

#### Topical Outline

1. Who, what, when, where, why, and how?
2. Description of the trip down
3. Word snapshots of the railfans
4. Along the boardwalk
5. The return
6. Concluding observations

#### How I Was Railroaded by Friends

I was taken for a ride on Saturday, September 18, 1954. Vinny Gorman and Billy Grace took me to Atlantic City behind the famous Pennsy E-6, Atlantic type steam engine, on what was probably the last passenger haul for #460, the *Lindbergh*. (It is called the *Lindbergh* because it made the 225 mile run from Washington to New York in the record time of three hours and seven minutes—an average speed of 72.1 miles per hour—on June 11, 1927, with the pictures of Lindy's reception at the White House.) This special railfan trip was arranged by the New York Division of The Railroad Enthusiasts, Inc., under the direction of Edward A. Hansen of Packanack Lake, New Jersey. Behind the *Lindbergh* were a baggage car with open doors for picture taking, four air-conditioned coaches and two non-air-conditioned cars. The flyer announcing the trip stated that the two non-a/c cars were provided "so that you can open the windows and hear the steam engine working, smell engine smoke and the hot brake shoes, and get cinders in your hair if you want to." That's exactly what the scores of railbugs who jammed these old-type coaches did, with grimy grins. Space at



the open doors in the baggage car was always at a premium. At every stop for watering or for changing crews—we changed crews three times on the trip down (one of the reasons rail fares are higher than they need be)—the railfans and railfrails unslung cameras, rushed out of the cars, and deployed along the roadbed to “shoot” the engine, fellow members, or even switching engines. In the meantime, cups of coffee were being hustled from the baggage car, where a Union News man had set up shop, for the day was cool and drizzly.

The *Lindbergh* left Penn Station (Newark) at 9:15 a.m. and arrived at the World's Playground at 1:53 p.m., using freight trackage a good part of the way. We travelled, via the old Camden and Amboy Railroad, through South Amboy, Jamesburg, Bordentown, and Burlington to Minson Tower. Then we used the Pennsylvania-Reading Seashore Lines through Haddonfield and Winslow Junction to Atlantic City, getting there in time to see the parade of the Firemen's Convention along Atlantic Avenue. En route we passed through green gullies and through brown towns, backing up to be hitched on to the train; we passed truck farms, laundered cabins and grimy, unpainted tumbledowns, homemade houses built mostly of cement blocks; we passed unprotected crossings marked with an X—scenes of crimes against safety; we passed through passive cornfields and through meadows holding coverlets of goldenrod to their chins; we passed dairies fenced like the Yale yard of Walter Camp's Y-day; antiquated railroad stations, one with a clock tower like Big Ben's, its copper roof the color of a stagnant pond; nurseries with the plants lined up like battalions on review; small manufacturing places and great steel and power plants; we passed sidings uncomfortable with blushing, empty-eyed freight cars waiting to be invited to dance; green streams lined with vain trees kneeling on their banks and admiring their hairdos in the mirrory water. As the laboring *Lindbergh* puffed cauliflowers into the leaden sky, we flashed past ready-mix concrete plants, oil storage tanks, parking lots, creosoted logs—smack through the center of Broad Street, Burlington, New Jersey at 12:10 p.m. Behind the high-wheeled #460, we plunged through wooded areas to the marsh fringe of the resort city, unloading at 1:53 p.m.

Not even the Miss America Beauty Pageant, that had concluded the week before our arrival, could have staggered the centenary celebrators in Atlantic City as much as did the sight of the railfans emerging from their special train. Billy had confided in me, “Some of them are a little peculiar.” Here's what I saw: two lads with at least one hundred railroad emblems and pins covering their jackets; a girl in an engineer's cap and goggles, wearing a blue bandana neckerchief, blue jeans, and a

blue windbreaker; a man with an ill-fitting wig that looked like a Harpo Marx discard; scores of comic strip originals, wearing trainmen's hats, engineers' caps, red bandanas, and two or more cameras, as well as tripods and other still and motion picture paraphernalia; young children; elderly people, and trim things in slacks, sweaters, and self-consciousness—squired by sport-jacketed, pipe-smoking alumni displaying gingivitis—weakened teeth.

After clam broth and broiled Alaskan King Crab at Hackney's, we walked the boardwalk, picked up souvenirs and salt water taffy for those at home, and reached the station for the return trip at 6:00 p.m. As we were strolling along the boardwalk, my mind kept jumping back to 1943. You see, I took AAF basic training at Atlantic City, during World War II. The Steel Pier, the Seaside, Haddon Hall, the Morton, the Traymore, the Dennis, the Million Dollar Pier, Convention Hall, and Brigantine Field continue to float up from my subconscious at regular tides.

On the way home, the talk in the coaches was about forgotten, worn-out lines and trips of long ago. “Why didn't someone pull the conductor's cord when he saw that the train was going to plow into the Washington station?” “What's the big delay about? Has the old 460 broken down?” Yes, the #460, the famous *Lindbergh*, had broken down just outside Trenton, and a diesel brought us into Newark at 10:35 p.m., one hour and thirty-five minutes late. But you can't complain when the round trip cost only \$5.75, I guess.

The railfans are routing a future trip through New England to see the fall foliage, take pictures, wear their railroader's gear, and reminisce about railroading's golden days and gallant comeback bid. Saying goodbye to one of them, I inquired about his engine whistle. “I've got it on my desk,” he replied. As Billy Grace said, “Some of them are a little peculiar,” but they are all likeable and completely harmless.

### A Funny Experience

During my summer vacation, I was invited to stay overnight at my friend's house. We took a walk in the woods. Soon, we had ventured deep into the forest, looking for a waterfall. We finally succeeded in finding this waterfall. As I stood watching the sight, I decided I would go in with my bare feet. As I went closer to the waterfall, I slipped and fell in. That was the first time I took a bath with my clothes on.—A third-term student.

### A Quiet Day

One day last week, around 10:30 in the morning, we were playing stickball when a police car came down the wrong way on



our one-way street. We thought he was after our bats, but strangely enough he drove past us and stopped at the corner. Two "cops" got out of the car, with their guns drawn. A few seconds later two more police cars came, joining the first. They kept coming until there were six cars, two "cops" in each car, and three detectives. We found out that a doctor had been tied, gagged, and robbed, and that the robber was still somewhere in the house. The doctor was untied and questioned. Two more "cops" came to keep back the crowd from the door. About fifteen minutes later, the "cops" came out with the thief, whose hands were handcuffed behind his back.—A third-term student.

RICHARD L. LOUGHLIN

Chelsea Vocational High School

### PUPIL EVALUATION OF COMMITTEE REPORTS —A SUGGESTED TECHNIQUE

Current educational literature emphasizes the value of pupil-teacher cooperation in all phases of planning, executing, and evaluating the unit. This article will deal with one aspect of evaluation, namely, student evaluation of committee reports. How may this objective be reached in a concrete classroom situation?

Under the broad syllabus topic "The Individual as a Social Being" (ninth-year social studies), a first-term high school civics class selected contemporary problems facing the people of New York City. First, the class chose about ten problems ranging from civilian defense to slum clearance. Committees were designated on a volunteer basis. A reporting schedule listing problems, committees, and deadlines was posted.

**SELECTING CRITERIA FOR REPORTS.** I spoke to the class about my experience with student-audience reaction to reports. I explained that students often expressed positive or negative feelings about a report in vague, general language without nailing down specific strengths or weaknesses. Many students agreed with me and some pleaded guilty. We recognized the need for a list of specific criteria which would apply to our committees. After two successive periods of discussion we worked out the following form:

### PUPIL EVALUATION OF COMMITTEE REPORTS

#### Student's Rating Sheet of Committee Reports

Name of Committee \_\_\_\_\_

Committee Members

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_  
5. \_\_\_\_\_ 6. \_\_\_\_\_

Name of Scorer \_\_\_\_\_

Scoring values Poor—1 Average—3 Excellent—5

1. Main problem clearly presented by chairman of the committee \_\_\_\_\_
  2. Sub-problems clearly presented by each member of the committee \_\_\_\_\_
  3. Sources of information (stated, varied, reliable) \_\_\_\_\_
  4. Facts presented (pertinent, clear, organized) \_\_\_\_\_
  5. Aids to understanding the problem (blackboard, maps, charts, posters, pictures, photographs, diagrams, drawings, clippings, objects, recordings, films, filmstrips, etc.) \_\_\_\_\_
  6. Presentation (interesting, dramatic, novel) \_\_\_\_\_
  7. Delivery (poise, English, diction, manner) \_\_\_\_\_
  8. Audience response (questions, discussion) \_\_\_\_\_
  9. Committee cooperation in preparing the report \_\_\_\_\_
  10. Knowledge and understanding of the problem gained by you \_\_\_\_\_
- Total \_\_\_\_\_

Total number of scorers \_\_\_\_\_

Maximum possible score \_\_\_\_\_

Score actually received \_\_\_\_\_

Percent \_\_\_\_\_



**ANALYSIS OF CRITERIA.** There were many more than the ten categories finally selected. The class agreed that there was danger in losing the total impact of a committee's report if the student evaluator was burdened with too much detail.

The chairman of the Department of Academic Studies pointed out the desirability of having the speakers themselves participate in the evaluation process. He suggested that the reporting committee rate its listeners for audience attentiveness, and that it might be feasible to encourage the student speakers to create a form of self-evaluation. He also raised a question about Item 9 on the evaluation form which reads, "Committee cooperation in preparing the report," wondering how the class, without having been told, could determine whether there had been committee cooperation. I posed this question to the class. We agreed that committee cooperation could be indirectly measured by the committee's skill in organizing its facts and by the absence of overlapping and duplicating of information. In other words, if each committee member presented a report which fitted neatly into his own sub-problem, this would be taken, among other things, as evidence of committee cooperation. Had each member gone his separate way without consulting with his fellow-members at any stage of the report, we felt that this would be evident in poor organization, overlapping, and duplication. We realized that inasmuch as "committee cooperation" could be evaluated only indirectly, the student audience would have to listen closely and attentively.

**SCORING.** Each of the ten categories was rated 1, 3, and 5, for *poor*, *average*, and *excellent* respectively. A perfect score from any one student evaluator would net 50. The committee would know how it stood with any of its auditors. It could likewise determine the group estimate.

If thirty students were rating a committee, the maximum grand total would be 1500 ( $30 \times 50$ ). If 1200 were the actual score, the percentage rating is readily calculated as 80. Thus each committee has a fairly objective estimate, albeit an imperfect one, of the comparative impact of its report upon the student audience.

**MANAGEMENT AND ROUTINES.** Forty minutes were at our disposal. Students were responsible for the swift distribution and collection of rating forms. The committee chairman recorded the main problem on the board together with the names of committee members responsible for each of the listed sub-problems. Twenty minutes were allotted for presentation of the report, ten minutes for audience discussion, and ten minutes for individual evaluation. The timing was tight and a student timekeeper kept close watch. Group evaluation could not be squeezed into the forty minutes. This was done every fifth day (Friday was selected because of shortened periods) when the chairman of the statistical committee presented percentage scores of the four previous committees with a composite picture of strengths and weaknesses as revealed in the evaluation forms. For example, the committee on housing problems earned an over-all rating of 80 per cent. Out of thirty pupils who had rated their report, twenty-five considered the "delivery" excellent. On the other hand, thirty considered the "presentation" poor.

**STUDENT REACTION.** What did the pupils think of this evaluation technique? There was unanimous agreement that the evaluation form had helped them both as reporters and as audience. However, several students felt that committees might do very well on all of the first nine items and yet fail on what they considered the most important item, namely, Item 10, "knowledge and understanding of the problem gained by you." They maintained that in some cases either no knowledge or understanding had been gained by them or that the information presented was simply a rehash of facts previously known. They pointed out that despite the failure to present new knowledge, insight, or understanding, a committee might still receive 90 percent. To correct this imbalance, the pupils suggested that "knowledge and understanding" be given at least two or three times the weight of any other single item. Obviously, the youngsters felt that the acquisition of new information, insight, or understanding should be a most important factor in judging the value of a report.

**TEACHER ESTIMATE.** The disadvantages appear to be minor. While pre-formalized criteria tend to regiment pupil reaction and



limit criticism to the specific areas, the over-all result is a highly motivated student audience which tackles its responsibilities vigorously and seriously. The concrete scoring sheet with ten specific rating areas has a compulsive effect upon the shy, withdrawn, passive student who is given to vague, inconclusive remarks when asked to evaluate. He is forced to face up to his own numerical rating.

Specific criteria help not only the evaluator but enable each of the reporting committees to anticipate its own strengths and weaknesses. The evaluator and those evaluated possess the same key to an acceptable report. This became increasingly evident as the reports continued. Those who reported later gained much from the earlier criticisms.

Furthermore, the specific criteria have a wholesome effect on committee cooperation. While the different committees tend to compete, individual members of the same committee realize that audience approval depends upon careful preparation and planning. By our providing class time for consultation prior to the reporting deadline, each committee is encouraged to edit and to pool its findings. The library or a classroom corner is a possible meeting place. Here the superior student will lead and create. With the realization that the committee will receive a collective rating, comes group pressure for peak performance. Note, however, that analysis of each committee member is not sacrificed by a group rating. For in the actual oral criticism by student evaluators the contribution of the individual committee member is analyzed as a basis for the group rating.

LEO BLOND

High School of Performing Arts

### "AND THE MORAL OF THAT IS . . ."

Education is a curious thing. All over England the wriggling young Elizabethans sat in their classrooms and studied the classical ideal of gravity and control. They learned elegance and restraint from Horace; they learned a balanced and antithetical prose from Cicero; they learned the tight rules of dramatic construction from Terence. And then they went forth and produced the tangled, loose, barbaric magnificence of the Elizabethan drama.

—Ben Jonson of Westminster, Marchette Chute (Dutton, 1953)

## Book Reviews

CONTEMPORARY THEORIES OF LEARNING (with applications to education and psychology). By Louis P. Thorpe and Allen M. Schmulder. The Ronald Press Company, New York, 1954, 480 pages, \$5.50.

Here is the 1954 version of what my college classmates and I called Education 16 (Educational Psychology). If you had one of those courses too, names like Locke, Berkeley, Hume, Spencer, William James, Herbert, Wundt, Thorndike, Watson, and Dewey remain vaguely associated with what you had to acquire in the way of a theoretical background for becoming a better teacher. Apparently the authors of this volume must feel that they can make more of an impression on the new generation of future teachers. At every turn they try to remind the reader of the connection between psychological theories and classroom practice.

The recognize the difficulty they face in presenting theories to a practical people.

*"Because traditionally they have been a nation of 'doers,' Americans have tended to look askance at theoretical considerations. Thus, many teachers have been so imbued with the idea of getting things done that they have been impatient with theories of learning. Important implications of the problem of learning thus have been bypassed in favor of stereotyped methods of instruction. Methodology, if such an analogy may be permitted, has been the Princess of American education and theory its Cinderella."*

Connectionism, conditioning, field theory, functionalism, and problem-solving are the main types of psychological theories analyzed in this volume. Each chapter is divided into four parts: (1) an objective statement of the theory, (2) a presentation of experimental verification, (3) a critique of the theory, and (4) a discussion of its implications for education.

Test yourself. What do you know about the following: Thorndike's Bond Hypothesis, Guthrie's Theory of Contiguity, Hull's System of Behavior, Skinner's Descriptive Behaviorism, Wheeler and Organismic Learning, Tolman and Purposive Learning, The Principle of Tropism, Woodworth and Dynamic Psychology, Kohler's Hypothesis, Topological and Vector Psychology? If you now feel ignorant and unequipped for meeting your classes on Monday morning, balance the picture with these statements to be found at the end of this book:

"MOTIVATION—Learning proceeds most effectively and tends to be most permanent when the learner is motivated." (Page 451)

"Learning proceeds most rapidly and tends to be most permanent when the activity involved is geared to the learner's physical and intellectual ability to perform that activity." (Page 455)



## HIGH POINTS [May, 1955]

"Learning goes forward with relatively greater effectiveness when the learner is provided with some criterion for indicating specifically what progress he is making." (Page 458)

"Learning is facilitated when it goes forward under conditions in which the learner also experiences satisfactory personality adjustment and social growth." (Page 460)

College and university students, for whom this book is primarily intended, will get a solid background in educational psychology. Those teaching now will be able to apply theory to practical classroom situations. This book will not show the teacher how to prepare a lesson plan, but it will remind him that his daily planning of classroom activities should be consistent with the laws of learning.

ABRAHAM PONEMON

Far Rockaway High School

ADMINISTRATIVE OPERATIONAL PATTERNS. By Alfred H. Skogsberg. Bureau of Publications, Teachers College, Columbia University, New York, 1950, 83 pp.

This small, but useful, volume was published for the Metropolitan School Study Council by Teachers College. It represents some of the more recent thinking on the role of the administrator. A new pattern of school operation is emerging. One-man rule of educational organizations is not feasible or advisable in the light of modern knowledge about group dynamics and human relations. The author shows how principles, agents, and agencies can be coordinated to harness the maximum potential of creative thinking in administrative situations. The old line-and-staff concept is outmoded and needs modification. The role of evaluation and research in administration is underscored. Some useful quotes to set the administrator (and supervisor) thinking, taken from the first chapter, are presented below:

"Organization may be a pencil and paper affair (referring to line and staff) but administration is a matter of human relationships."<sup>1</sup>

"A belief has crystallized that administrative organization is itself an intrinsic device to overcome the incompetence of the teaching personnel, and this produces an automatic, if not a blind, faith in the efficacy of mere structure."<sup>2</sup>

"Teachers today can use freedom to a vastly greater degree than at the turn of the century: School systems that have failed to recognize this fact are still bound down by the patterns established in another era."<sup>3</sup>

"Administrators are growing in their appreciation of the true functions of leadership. They are operating more and more as cooperators and coordinators. This puts a premium upon initiative, independent thinking, and the will to experiment on the part of teachers."<sup>4</sup>

## BOOKS

"The function and position of the educational administrator is not comparable to that of the employer in industry. His role is that of a colleague charged with a special responsibility."<sup>5</sup>

"Good administration will seek to open channels for interested groups to influence action rather than to limit the range of discussion."<sup>6</sup>

This study makes a strong case for human relations and democratic cooperation rather than charts, schedules, and autocratic rule.

<sup>1</sup> W. C. McGinnis, *School Administrative and Supervisory Organization in Cities of 20,000 to 50,000*, p. 77. Bureau of Publications, Teachers College, Columbia University, 1929.

<sup>2</sup> A. B. Moehlman, *School Administration, Its Development, Principles, and Future in the United States*, p. 271. Houghton, Mifflin Co., 1940.

<sup>3</sup> Paul R. Mort, *Principles of School Administration*, p. 173. McGraw-Hill, 1946.

<sup>4</sup> John Lund, "An Administrator Looks at the Schools and Democracy," *The Clearing House*, Vol. 2, p. 481, April, 1937.

<sup>5</sup> Jesse H. Newlon, *Education for Democracy in Our Time*, pp. 144-148. McGraw-Hill Co., 1939.

<sup>6</sup> Harleigh B. Trecker, *Group Processes, in Administration*, p. 62, The Woman's Press, 1946.

WILLIAM REINER

Bureau of Administrative and Budgetary Research

DECISION-MAKING AND AMERICAN VALUES IN SCHOOL ADMINISTRATION. By George S. Counts, Editor, and the Cooperative Program in Educational Administration of the W. K. Kellogg Foundation. Bureau of Publications, Teachers College, Columbia University; New York, 1954, 90 pp.

This is an attempt to develop a set of values by which the administrator can make the decisions for which he is responsible. It is in a way "A Guide to the Perplexed."

Fourteen major problems are presented and then analyzed. Possible solutions are given with the caution that they are not foolproof. Examples of these: *The Minority Teacher*, *The United Nations*, *The Communist Teacher*, *Teachers in Politics*, *The Problem of Juvenile Delinquency*, *The Question of Segregation*, *The Teacher's Union*, and *The* (sponsored type of) *Essay Contest*. The discussions are practical and down-to-earth. The closing chapter is entitled "Some Guiding Principles" (in decision-making). In it the authors suggest some good advice in terms of human relations and group dynamics. Briefly here they are: (1) Know your school, staff, and community. (2) Establish two-way communication with the people with whom you deal. (3) Utilize all the human resources and



talents of your staff and community. (4) Avoid giving the impression of being a Mr. Know-It-All. (5) Cultivate a mature mind in dealing with hostile critics and opponents. (6) Cultivate the qualities essential to a rule of law and reason. Last, but not least, (7) know thyself. It is a book in which thoughtful administrators can find some of the raw materials from which good judgments are made.

WILLIAM REINER

Bureau of Administrative and Budgetary Research

THE ADMINISTRATION OF PUBLIC EDUCATION. By J. T. Wahlquist, W. E. Arnold, R. F. Campbell, T. L. Reller, and L. B. Sands. The Ronald Press Company, New York, 1952, 610 pp.

This fine book is an atlas that will effectively guide the reader through the broad and rocky domain of educational administration. Its seventeen chapters cover the problems of staff personnel, pupil personnel, school plant, special services, the curriculum, supervision and administration of instruction, business management, pupil transportation, appraisal of the school program, public relations, and other important relationships. The authors are five professors of educational administration, each of whom has written several signed chapters on his specialty. The central theme of the book is that *"the democratic philosophy of education can be meaningfully implemented in administrative practice."* The treatment is practical and systematic. The last chapter, "The Challenge of Educational Administration," presents a rich overview of the philosophical and theoretical phases of the subject. The chapters on curriculum, instruction, and appraisal should prove to be particularly useful in developing an understanding of the administrative problems involved in launching a revision of a program. The authors leave you with the thought that the effective administrator is both a theorist and a practitioner who should know *why* as well as *how* to lift leadership from the level of schoolkeeping to that of educational statesmanship.

WILLIAM REINER

Bureau of Administrative and Budgetary Research

THE ADVENTURES OF AN EXCHANGE TEACHER. By Mary Elizabeth Kelly. Vantage Press, Inc., New York, 1954, xiv, 205 pp., \$3.00.

A real inspiration to the teacher who would broaden his horizons is this unique account of Mary Elizabeth Kelly's year as an exchange teacher in pre-war England.

Miss Kelly was living and teaching in the prairie section of her native South Dakota when she decided that she wished to teach abroad. Her salary was only one thousand and fifty dollars a year, and at that time

## BOOKS

there was no Educational Exchange Program conducted by our Department of State to sponsor an exchange as there is today. How Miss Kelly found a way to exchange places with a teacher in Birmingham, England, and what happened during that event-packed year (1938-1939) make fascinating reading.

Miss Kelly is the kind of person to whom everything is an adventure; and by means of her lively style, she carries the reader right along with her to savor every experience to its fullest. Her ebullient humor evidences itself even in her darkest moments, but beneath all her gaiety is a serious purpose, the purpose to help the United States and England understand one another better. She, therefore, describes English living conditions in detail, the kindness and warmth of her English friends, their bravery in the face of an approaching war, and the education of their children.

With her background as a teacher of English in the United States, and with the opportunity to teach in thirteen different schools in England, Miss Kelly was able to draw enlightening comparisons between the English system of education and our own.

For the English children and teachers, she cleared up many misconceptions of the American way of life. She also taught them something of the wonderful history and culture of the United States. Under her guidance they learned American songs and produced American plays. When she returned to South Dakota, she encouraged her American pupils to correspond with her English ones, and sixty of them became "pen-pals."

Miss Kelly shares not only her teaching, but also her travel experiences with her readers. On school vacations she had the opportunity of visiting historical and literary landmarks in England, Scotland, Wales, and Ireland. At the end of her teaching year, she toured the Scandinavian countries and observed the beginning of the Nazi encroachment. She was privileged to attend the Convention of the International Federation of University Women at Stockholm to which she had been appointed a delegate by the American Association of University Women of Huron, South Dakota. (*Travel Magazine* chose her book as its "Book of the Month" choice for January, 1955.)

*The Adventures of an Exchange Teacher* includes a foreword by Matthew P. Gaffney, superintendent emeritus of the New Trier Township High School of Winnetka, Illinois; a rather humorous introduction by Jim Carr of Kettering, England, who exchanged with Miss Kelly and took over her teaching in South Dakota; and many letters from friends she made in England showing their reactions to the War.

This book will be of interest not only to English and social studies teachers, but also to all teachers whose thoughts reach out far beyond the confines of their own classrooms.

MINNA FRANK

Far Rockaway High School



## New Textbooks Received

(New textbooks received will be listed and briefly annotated, but not critically evaluated.)

**YOUR FAMILY TODAY AND TOMORROW.** By Elizabeth S. Force. Harcourt, Brace and Co., New York, 1955, 398 pages including index and bibliographies.

A textbook in family living and family relationships including discussions, problems, things to do, and bibliographies.

**GETTING ADJUSTED TO LIFE.** By Howard E. Brown. J. B. Lippincott, New York, 1955, 459 pages, including index.

A complete revision of the earlier *Your Life in a Democracy*. A textbook in guidance and life adjustment for high school youngsters.

**ADVENTURES IN LIVING.** By Marian Lovrien and Herbert Potell with Prudence Bostwick. Harcourt, Brace and Co., New York, 1955, 626 pages, including index.

A tenth-grade literature anthology for "the second track," the reluctant readers.

**THE STORY OF AMERICAN DEMOCRACY.** By Casner and Gabriel. Harcourt, Brace and Co., New York, 1955, 720 pages, including index.

The third edition of a text for 7th and 8th grade courses in American history.

**MAKING THINGS OF PLASTIC.** By Lauton Edwards. Chas. A. Bennett Company, Peoria, Illinois, 1954, 191 pages, including index.

A how-to-do-it book describing how to make a great many objects of plastic.

**YOU AND SCIENCE.** By Paul F. Brandwein, Alfred D. Beck, Leland G. Hollingworth, and Anna E. Burgess. Harcourt, Brace and Co., New York, 1955, 624 pages, including index.

A revised edition of the ninth-grade science book, in the series, *Science for Better Living*.



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# HIGH POINTS

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Books concerned with educational matters may be sent for review to Mr. Henry I. Christ, Andrew Jackson High School, St. Albans, New York. School textbooks may be listed and briefly annotated, but not reviewed.  
The columns of HIGH POINTS are open to all teachers and supervising and administrative officers of the junior and senior high schools. Manuscripts not accepted for publication are not returned to contributors unless return is requested. All contributions should be typewritten, double spaced, on paper 8½" by 11". They may be given to the school representative or sent directly to the editor.



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HIGH POINTS is a publication for the dissemination of articles written by members of the school system. The opinions expressed are those of the writer of the article. The articles should not be interpreted as expressing the point of view of the editors, the High School Division, the Superintendent of Schools, or the Board of Education.

The contents of HIGH POINTS are indexed in THE EDUCATION INDEX, which is on file in libraries.

## Making Better Citizens\*

*(This is the third article of a series exploring various aspects of the work of our academic high schools. See Superintendent William Hamm's introduction to the series in the April, 1955, HIGH POINTS.)*

Thirty years ago citizenship education was viewed as a classroom concern, one in which the teaching of citizenship was largely a textbook problem. In 1939 the New York State Board of Regents survey, *Education for Citizenship*, disclosed that many of our boys and girls were well informed about the facts of American history and the changing panorama of current affairs. It showed however that the translation of knowledge into attitudes and actions left something to be desired. The same criticism is leveled at citizenship education today.

We recognize that citizenship education is a broad concept. It is of course concerned not only with the rights but also with the obligations of the citizen. It must moreover inculcate the basic principles that are the moral and ethical foundation of our democracy. It must teach citizens the values and ways of working together. It must build social relationships which will be carried out in local, national, and world groups. It must teach skills in thinking and in problem solving. All these goals underlie the activities which we have selected for description. These activities are going on in our academic high schools every day and every year. We know too that making better citizens isn't done in one school classroom, in one building, in one school day. Our citizenry is shaped in the school, the home, the church and the community.

The questionnaire which we sent to twelve academic high schools, each of which had reported a special interest in our problem, included questions relating to club activities, assemblies, forums, newspaper articles, schoolwide elections, current events instruction, social activities, membership drives and student participation in school administration. We asked the participating schools to describe their programs which contribute particularly to citi-

\* By Francis Griffith, Edward Kolevzon, Frank Sacks, Joseph Sher, and Mary Clare Callan (Chairman).



zenship growth. The descriptions of these activities constitute the body of this report.

The committee realizes two things. The first is that all high schools do many of the things described in this survey. The fact that the specific practices of more high schools are not described is the result of the limitations of space and the sampling procedure we have used. The second fact of which the committee is very conscious is that the making of better citizens is part and parcel of every phase of school life. No classroom, no gymnasium, no cafeteria can slough off its responsibilities to this basic aim of American education. Social studies classes have a special role in establishing the ideals and practices of the American heritage, but that responsibility still resides in all areas of school and community life.

Our committee therefore has stressed those citizenship projects and activities that are designed to make better citizens, not merely well informed citizens, but citizens who are socially, politically and ethically competent and well adjusted. We have looked for practices in classroom, in assembly hall, in club life, in the practices of student government, in community service, which demonstrate the deep concern for the development of the action minded citizen who *knows, loves and lives* American citizenship.

**IN THE CLASSROOM.** The aim of education is to make men good, wise and useful. This is another way of saying that the aim of education is to develop worthy citizens. All school activities, curricular and extracurricular, have this end in view.

In the case of extracurricular activities, citizenship is a concomitant. The immediate goal is the success of the project in which the pupil is engaged. To the youngster the play's the thing—or the concert, game, club program or other activity in which he is participating. He may not be aware of more enduring, intangible outcomes. Citizenship training is an outgrowth of the extracurricular program, and that is as it should be.

Not so in the case of the curriculum. The classroom provides a more systematic type of citizenship education, not always more fruitful than that provided by extra-class activities but more specific and orderly as well as more clearly understood by teachers and pupils alike. The tone of a class affects citizenship training.

## MAKING BETTER CITIZENS

Every class has a distinctive tone which arises in part out of the relationship between the pupils and their teacher and in part out of the pupils' interest in their work and their realization of its value. This tone or spirit affects behavior in school and out.

Classroom organization also affects behavior. When procedures are orderly and efficient, pupils acquire desirable attitudes and habits.

In some measure every subject contributes to building better citizens. Each emphasizes good citizenship as one of its objectives and considers the individual in relation to (1) the family, (2) the local, state or federal government, (3) the international community.

**SPECIAL COURSES.** More and more, schools are emphasizing education for family living. The alarming growth in our national divorce rate, the rise in juvenile delinquency, and the increasing difficulty of raising children under modern social and economic conditions are among the factors compelling educators to teach the principles of wholesome family living and the mutual responsibilities of parents and children.

A good example is the Family Relations Course given in a girls' high school. About 200 pupils are presently enrolled in the course, now in its tenth year. The instructor describes it as follows:

*The importance of the family as an important factor in molding better citizens is stressed. The value and goals of a good family are discussed in detail. Topics include the importance of living well in the family as a teen-ager; why friction arises between members and how it may be avoided; the importance of learning consideration for others; making personal compromises for the good of the whole group; long-range planning; the signs of maturity and immaturity; how character is developed; ethical behavior; holding to one's standards when one sees others getting away with dishonest practices.*

*We begin by evaluating unethical acts in school life and discussing why each is to be avoided. We go on to events in the news, such as the basketball "fix," vandalism, teen-age robberies and the like. Over and over the*



importance of living by principles, the dangers of rationalization and other forms of "kidding yourself along" are pointed up.

Finally we consider how to build a good family, such pitfalls as separation and divorce and how they may be avoided, child care with emphasis on habit formation and discipline, appropriate and inappropriate toys, reading and recreation.

Several schools awaken students to a realization of their rights and responsibilities as citizens through courses in Contemporary Problems. One such course developed out of borough-wide and city-wide G.O. conferences:

*Sensing the need for improving the quality of student leaders and for arousing school-wide interest in current questions, Assistant Superintendent Harrison C. Thomas urged the formation of discussion classes in all high schools. Evander's discussion class has conceived of its role somewhat more broadly. Students were expected not only to participate intelligently in discussing current problems in class, in assembly, in conference with other students, whether organized by the Board of Education or a newspaper, or other institution or organization of a quasi-public nature such as UNESCO or the American Association for the UN, but to serve as leaders within the school to arouse interest in current community problems and participation in appropriate civic activities.*

*The first borough conference of each school year usually deals with the then current campaign issues. Each year, since the organization of the class, we have conducted a campaign to remind citizens to register, and then "to get out the vote." The students of the class in cooperation with the GO representatives (one for each official section) register the students during registration week by asking students who wish to vote on "Straw Vote Day" to sign their names on the official class list. On "Straw Vote Day", just after the assembly program, but before Election Day, students sign their names along with their first signature to receive a ballot. Social*

*Studies classes are always asked to participate by preparing students before the assembly. We have found that students often insist on further clarification after the assembly. The interest with which the results are awaited by both students and faculty has been expressed by:*

*"When will we hear the returns?"*

*"Why can't we know before Election Day?"*

*Because in each election so far, our schools results paralleled so closely the returns for New York City as a whole, interest in our results is especially high.*

*At the Election Assembly last year, the campaign of the extreme isolationists seemed to have persuaded many of our students to accept an irrational view of United States relations with our allies, within the UN and with the Soviet Union. To counteract this influence we invited Mrs. Eleanor Roosevelt to address one senior assembly and a month later prepared a program with seven students from all parts of the world (under the auspices of the Herald Tribune) to discuss how we look to the rest of the world. This last program was beamed by "Voice of America" to Europe.*

*This year we did two programs with foreign students, one for seniors and another for juniors. The Contemporary Problems class plans the programs, both as to technique and topic. In each case they have chosen to invite student questions as a regular feature of the program.*

*The class preparation for these assembly programs has on some occasions seemed as worthwhile from the point of view of the class as the results of the performance have been to the larger listening and participating student audience. The responsibility of seeking sufficient information to present a reasoned analysis instead of an emotional harangue for a candidate is an exercise in self-restraint. It has not always been easy to resist the techniques of their elders during our campaigns. The standards thus set are repeatedly applied to each subsequent topic selected for discussion.*

*What is significant in the program is first, the conscious effort to interest a student body and through them*



*the larger adult community they represent, in current problems; second the attempt to train students to become responsible leaders shaping public opinion among their peers on these questions; third the persistent effort to interest these student leaders in discussion opportunities outside of school."*

A somewhat similar course is one in Problems of American Democracy taught in other high schools. Students have a large share in mapping the course through a steering committee. The content includes instruction in methods of discussion, conference organization, techniques in using controversial subject matter, outlining and extemporaneous speaking. Pupils participate in Junior UNESCO meetings, borough-wide and city-wide G.O. discussion groups and forums, and in oratorical contests and essay contests conducted by newspapers and by organizations.

**HOME ROOM PROGRAM.** A current events program which touches every pupil in a school of 5000 and involves every teacher on the staff is carried on at James Monroe High School. This integrated program aims to inform every student about important current happenings and to make him mindful of the fundamental concepts of our American way of life. The essentials of the program, as summarized by the coordinator are:

1. A bi-weekly bulletin dealing with world affairs issued to teachers of all subjects for use in subject classes and official class guidance periods. This mimeographed bulletin contains a detailed outline of important current events, domestic and international, followed by thought-provoking questions for classroom discussion, references for collateral reading, and other teaching aids. Among the topics are:  
 International control of atomic energy  
 New York State Law against discrimination  
 The federal budget and income tax reduction  
 The Palestine question
2. A detailed guide sheet, issued to all teachers, describing objectives, procedures, and goals in teaching current events.
3. A series of assembly programs about current events.
4. Bulletin boards set up at strategic locations for the frequent posting of "History in the Making."
5. The cooperation of the school newspaper for general publicity.

6. A monthly public-opinion poll on an important domestic or international issue.
7. The inclusion of current events questions in the formal examinations in all subjects.

Monroe's integrated current events program has alerted the faculty and student body to the increasing significance of world affairs and the need for an informed citizenry. Examination results have revealed a tremendous increase in student comprehension of current events.

**IN THE SCHOOL ASSEMBLY** Our high schools have long recognized the educational value of the school assembly. They do not look upon it merely as a required exercise or a device for getting the school together for administrative purposes. It is now accepted and utilized as a vital medium for furthering the social, informational, recreational, emotional and inspirational development of students. As a "large classroom," a school "Town meeting," and a school "social hall," it plays a significant role in helping the school to educate better citizens.

An effective assembly program can serve many purposes—all of them important in making better citizens. It can help to develop a desirable school or group spirit, instill an intelligent appreciation of our American heritage and way of life, supplement the work of the classroom, provide opportunities for the use of creative abilities and special talents, stimulate self-expression, train students to be respectful and intelligent listeners or responsible participants in group activities, give public recognition to those who have rendered worthwhile services to school and community, encourage worthwhile leisure-time activities, broaden student interests, serve a guidance function, refine and develop esthetic appreciation, and promote a closer school-community relationship.

To achieve these aims high schools make use of a variety of assembly programs. We find, among others, ceremonies for special days (e.g., Columbus Day, Memorial Day) and special weeks (e.g., UN, Bill of Rights, Brotherhood), forums and town hall meetings, demonstrations, student talent shows, musicals, film showings, dramatizations and recitations, talks and performances by outsiders, honor awards assemblies, GO officer installations, school rallies, and quiz contests.



Like all phases of education, the assembly teaches good citizenship not only by means of its content or theme, but through its method as well. The degree of cooperation; the opportunities provided for student participation along with teachers in planning, preparation and performance; and the training in intelligent appreciation in an audience situation are important factors in developing good citizens. An assembly program which is imposed on the student body will most likely be unsuccessful. The success of the assembly from the point of view of citizenship education must in larger measure be determined by the amount and quality of student activity.

**COOPERATIVE PLANNING** One of the schools reporting tells us about one of its assemblies which illustrates considerable student initiative and participation:

*A committee of six students in an honors class in economics volunteered as part of a class project to plan an assembly program on the theme of Brotherhood. As a result of their creative talents, they wrote a play which included a dramatic skit, tape recordings of leading personalities in the world today, and a group of choral selections to be sung by the school chorus. The project which they constructed finally included a group of 175 to 200 students who participated in all phases of the assembly program. This program was given before a student body of 1200 students during Brotherhood Week in February 1954. The project was extremely valuable for the many students who participated in it and also in the significant message that it had to offer to the listening audience. Follow up was provided through discussion in the social studies classes.*

Another high school in its report describes its experience with cooperative effort in putting on an assembly program. It notes that many departments work together, e.g., Music, Art, Social Studies, Speech; that many students' talents are utilized, e.g., choral speaking and singing, modern dance, music, dramatic and artistic. Their "skilled stage crew under the Art Department is capable of: (a) working out stage plans from scripts creatively,

as part of a planning group, (b) building flats, cycloramas, et cetera, within schedules, to make five sets this term, (c) operating sets with a student crew (lights, spots, curtain).

"The Bible is read by a specially coached squad; announcements are made by pupils of the Public Speaking class." The total number of students involved is an "estimated 1500 including bands, choruses, casts, stagecraft, ushers, door monitors, squads, Bible readers, announcers, panels, dancers, teams."

Many kinds of assemblies are described by the schools that wrote to our committee. The programs seem fairly representative of the types used in our city's high schools, although some were unique.

**FORUM PROGRAMS.** From these reports it would appear that forum or town meeting assemblies are deservedly popular. They are used in connection with a great variety of problems—political, social, economic aspects of local, national, and international situations; and they serve as a means of developing many of the essential traits of good citizenship: interest in current problems, creative thinking, listening to many points of view, respect for others, and other democratic attitudes.

One of our high schools tells us about its success with this type of program:

*During the past few years this type of assembly has proved so satisfactory at Bayside High School that we have been encouraged to make panel programs a regular part of our assembly schedule. They are planned and presented by the Social Studies Department. Individual programs are planned and directed by various members of the department.*

*The activity (panel discussion on Juvenile Delinquency and the Community) took the final form of an assembly program presented by a student panel of seven members, directed by a student chairman. The program was introduced by the coordinator of assemblies. The panel discussed a number of matters related to the topic. During their discussion, the audience was invited to submit questions directed to individual members of the*



panel. The answering of these questions constituted the second half of the program.

Besides the program described above, we have had panel discussions on such topics as School Spirit, The Election Campaign of 1952, Democracy and the School, America's Foreign Policy, Labor Organizations, and The Marshall Plan.

Another high school likewise finds this type of program very effective. A regular annual event of the William C. Bryant High School is the evening Town Meeting, to which parents, teachers and students are invited. The topic is selected by the student participants, and the Speech and Social Studies Departments assist in the preparation. This is in addition to a regular Social Studies assembly forum on another topic. At a recent forum assembly on the subject of *Juvenile Delinquency* the District Attorney of Queens County, members of his staff, and the Police Department presented a tape recording, gave brief talks, and then answered questions by the students in the audience.

INTERCULTURAL PROGRAM. All of the schools seemed proud of their "international harmony" programs. One describes its program:

*Two students of foreign countries, one from Germany and one from Iran, spoke to the students about their respective systems of education as compared to ours. Students of Port Richmond High School presented a pageant of costumes from foreign countries which are members of the UN. Three students performed dances native to Italy, Spain and the countries in United Nations. The Glee Club of Port Richmond High School sang songs from foreign countries. During the day, the visitors spoke to the various classes which would benefit most by the experiences these foreign students were able to talk about. Our students asked many questions which were answered by the visitors, who in turn had many questions to ask of them. We feel that this program was not only informative but entertaining.*

Brotherhood assemblies are also popular, with schools reporting different techniques of presentation. Evander Childs High School makes use of the panel discussion; William Cullen Bryant and Forest Hills High Schools, the film forum technique; Bayside High School, the original script. This sampling is representative of some of the assembly work in the high schools. Our high schools are making increasingly effective use of the assembly as a valuable technique in helping our young people to understand and appreciate more fully their opportunities and responsibilities as citizens in a dynamic, democratic society.

MAKING BETTER CITIZENS THROUGH STUDENT GOVERNMENT. The organization of student government is one of many educational experiences provided by the public schools of New York City to develop more effective citizens. Forty or more years ago the first Student Government was organized in the high schools. Since that time the movement has expanded to the point where every high school has a form of government in which the pupils participate. Students who share in the operation of school government develop a deep and abiding love for the American Way of life. Desirable experiences in the field of student government bring about a sense of social responsibility, a feeling of community cohesiveness, a deep respect for the rights of others, and a keen awareness of the rights and obligations of citizenship.

In striving for these objectives the student government program in most schools has grown to a co-curricular and extracurricular feature program in each school. It has enriched its activities to the point where it not only raises and disburses funds for student activities, but works with the faculty and administration in setting school policy in such areas as assemblies, student courts, club activities, lunchroom regulations and traffic squads. This section of the committee report on making better citizens is divided as follows:

1. The student government and its officers and
2. The activities of the student government.

The statements for each of the following schools are excerpts from reports given to the committee by faculty advisers of the respective activities.



## STUDENT GOVERNMENT AND ITS OFFICERS

### The Organization of the General Organization

"The mechanics of the General Organization at Forest Hills High School is probably very similar to that of other high schools with a few variations conditioned by a 'three school' arrangement. We have a lower house called the Council, which is made up of one elected representative from each section or home room. The Council meets monthly and is the popular forum for expression of student opinion. Its consent is necessary for all important legislation. The upper house, or Senate of the GO, is made up of four executive officers elected annually by the students of their respective schools, and nine minor officers representing the Freshman, Sophomore, Junior and Senior classes. The Senate meets weekly and assumes most of the leadership and responsibilities connected with student government.

"The annual election period of Senate members runs three weeks each May and serves the student body as an educational experience in the mechanics of community government. Candidates are carefully selected; primaries are held; voting is secret and an election board supervises the tallying of ballots. Finalists are then permitted to publicize their qualifications and platforms by whatever media the election board approves. The climax of the election takes place during three assemblies where campaign speeches are heard and the candidates are quizzed by the student audience."

### The General Organization Election Assembly

"The preparation for our GO Election Assembly at New Utrecht High School begins immediately after the candidates have been nominated by the GO Cabinet. A meeting with the principal follows. The candidates develop their own procedures following a briefing on the necessary amenities. The campaign itself is limited strictly to three days prior to the election. This is done

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in order to minimize the interference with normal school procedures.

"The GO Assemblies, which coincide with the special election issue of our school newspaper, are devoted to serious and intelligent forum discussions. Although the candidates have been coached in forum procedures by means of practice topics, at the election assemblies the candidates discuss vital school issues extemporaneously. This encourages an air of informality and seriousness.

"Our assembly audiences have been most receptive and we have been encouraged by numerous reports of continuing discussions in many of our classrooms following these assemblies."

## ACTIVITIES OF THE STUDENT GOVERNMENT

### A School-wide Jamboree

"Early in September 1953, a teacher at Bayside High School called together a group of about 15 boys and girls who had indicated that they were interested in helping to organize the 1954 JAMBOREE activities. These were the active reliable members of the school—many of them GO leaders. These people were to become chairmen of the various JAMBOREE activities. It was their job to gather together a group of helpers—salesmen, performers, art workers, decorators, etc. In other words each committee was completely responsible for its activity.

"Each Tuesday at 8:00 a.m. there was a meeting of this committee of chairmen to 'iron out' any of the difficulties that developed during the week. Changes in organization were made where it was deemed advisable.

The big activity not under direct student control was the SENIOR SHOW. The senior faculty adviser was the teacher in charge, and it was under her leadership that the large group of volunteers was molded into what turned out to be one of the most successful shows of this type.

"As March 12th approached, the plans were polished and completed. Necessary props were acquired and



stored. Decorations were planned and mounted on the day before the event.

"On the big day, March 12th, classes were excused at 9:30 a.m. and the student body began what has proven to be one of the most successful days, both socially and financially.

"The highlight of the entire project was, to my mind, the wonderful spirit of cooperation that developed in the group of workers. And this extended not only to the student body, but to the PTA as well. The parents operated what was called the COUNTY FAIR in which there were food, handicrafts, gifts, and plants for sale. The parents took great pride in their job and contributed greatly to the joy and financial success of the event."

#### The Student Court

"The student court at Long Island City High School is an undertaking by the student body to handle all discipline cases outside the teaching classroom which involve infractions of GO laws.

"GO laws have been enacted by the GO Council.

"The court elects its own officers. These officers, after preliminary training in the court procedures and practices, assist in training of new members, supervise records, rotate assignments among court members, and assume a high degree of leadership in discussion of court decisions, evaluation of court work, development of court standards and ideals.

"The student court trial involves, in essence, the elements of the American tradition of fair trial by jury. Our students on the court are getting the experience of practice in American justice."

#### A City-wide Convention

"On April 9th last year the GO of William C. Bryant High School acted as host at a convention of all of the city GO's. The Executive Committee coordinated many activities in cooperation with the principal members of

the faculty and many students. For this activity the students:

1. Invited guests, decorated guest tables and served as waitresses
2. Checked 750 coats
3. Acted as guides, and hosts and hostesses
4. Sent representatives to panel discussions after several preliminary meetings
5. Introduced a resolution at the final meeting of the convention
6. Arranged for a student mike squad for assembly meeting and for supplementary dance music
7. Filled orders for 739 tickets to be mailed to over 70 schools"

Other schools have acted as hosts to the citywide GO convention and have met and solved the problems implicit in the task.

SCHOOL CLUBS. For many years students and teachers in the high schools have stayed after school to participate in the extracurricular clubs program. It has long been recognized that these activities not only enrich school studies but also make a vital contribution to citizenship education.

Our survey of a number of clubs indicates that two types of clubs are especially valuable in citizenship education: the social studies-discussion club and the language-intercultural club. All of the clubs are extracurricular. Some have existed only a few years; others founded many years ago, such as a forty-year-old Italian Club. The membership in nine of the eleven clubs under consideration is from 15 to 40 and in two clubs the membership runs from 40 to 100.

Both the social studies and language groups follow democratic procedures in their organization and activities. Officers and committees, in consultation with faculty advisers, plan club programs and conduct them. Students learn, by doing, how to be club presidents, secretaries, committee members and chairmen, and to make motions and draw up resolutions. Club decisions are made after discussion and by majority vote.



Judging from our sampling the various forms of discussion, such as town hall, round table and debate, are the mainstay of the social studies club and are widely used in the language groups. Guest speakers are popular with students and are drawn from the faculty, students and the community. Students participate in assembly programs and inter-school discussion conferences. Some appear in radio and television programs, such as the New York Times Youth Forum and "Youth Wants to Know," the Herald-Tribune Forum and the Daily Mirror Youth Forum. These programs stimulate interest in national and international problems. Audience participation through question and discussion periods is an important part of all of these discussion programs.

Both as leaders and listeners students have found it necessary to become informed. They naturally turn to the library and become quite expert in the use of periodicals, newspapers, and reference works. They learn to present their views interestingly and to question intelligently. They are quick to detect illogical reasoning and propaganda devices. They learn to respect honest differences of opinion, and nothing pleases them so much as applying democratic ideals in an effort to solve a social problem.

Nearly all clubs report that meetings are enriched by the use of audio-visual aids and through trips. Clubs frequently use recordings, film strips and motion pictures. Audio-visual material is obtained from the United Nations, the New York Times, university film libraries, commercial film companies and school film and record collections. Clubs have visited theaters, restaurants, museums, the United Nations, the New York Times and places of local interest. Reports and discussions at club meetings frequently follow these activities.

**DEMOCRATIC ORGANIZATION IN THE CLUBS.** These excerpts from the reports submitted by the faculty advisers illustrate the extent to which students plan and carry out club activities:

#### HEBREW CLUB

*"The reorganization meeting at the beginning of the school year is devoted to the election of officers; selection of committees and discussion of club programs for the*

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*year. The students become aware of the importance of a team of enthusiastic and devoted officers. A weekly conference is held between the president and the faculty adviser on the agenda for the meeting to follow. The secretary is kept busy writing thank-you notes to guest speakers. A committee is dispatched to purchase refreshments for special meetings.*

*"The club has been fortunate in being able to secure a succession of personalities qualified in various fields. In meetings such as these the members are exposed to situations in which character and attitudes are built and the social amenities instilled. Part of the picture is the purchase of appropriate refreshments and gracious serving by students, and on occasion presentation of a gift to a guest."*

#### WORLD AFFAIRS—PAN AMERICAN CLUB

*"The club conducts its affairs in accordance with the rules of parliamentary procedure. At the beginning of each term the basic procedures are analyzed under the leadership of a faculty adviser. Officers are elected after a discussion of the merits of the candidates. A program committee is appointed that works closely with the faculty adviser.*

*"There was a large attendance at meetings that had guest speakers on Puerto Rico, such as Mrs. Luise Frian de Hempel of the Education Department of the Commonwealth of Puerto Rico; Mr. José Morales of the New York Office of the Commonwealth of Puerto Rico; and Mr. Jules Garzon, Editor of 'La Prensa' of New York.*

*"Pan-American Award: Evander Childs High School has observed Pan-American Day by making a Pan-American Award at a special assembly. The person to be invited is selected jointly by the Faculty Council on Pan-American Activities and the World Affairs-Pan American Club. The last two winners were Mrs. Harriet de Onis for her translations from Latin American literature and Mrs. Eleanor Roosevelt for her contributions to international*



understanding as chairman of the United Nations Commission on Human Rights.

Chronolog: The club's semi-annual magazine, Chronolog, contains original work of the club members and Social Studies classes. It includes essays, poems, book reviews, cartoons, crossword puzzles and bits of humor."

### MAJOR ACTIVITIES OF SOCIAL STUDIES CLUBS

The social studies clubs in the very nature of their organization and work are especially suited to help in the making of better citizens. These selections illustrate outstanding activities and their value:

#### Current Events and the UN Club

"Brotherhood Week: A member of the State Commission Against Discrimination spoke to the students at the assembly and showed films explaining the work of the Commission. This was followed by guest speakers from the Commission in our economics classes where the pupils asked questions and discussed problems.

"Discussion programs and outside speakers: Interest in sending books to the Gold Coast of Africa developed."

#### Travel Club

"History of Staten Island: Students reported on different phases of Staten Island's history. The topographic map made by the students was a cooperative venture which lasted ten weeks. The interest which it aroused in the Island, the pride which went with good craftsmanship, the cooperative planning and execution of the project did much to teach these young people to value teamwork and pride in accomplishment."

#### UNESCO Club

"The club was responsible for and conducted a Brotherhood Assembly to which were invited four students, members of the Herald-Tribune Forum. Addressing some 900 members of the junior class, the four

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young men and women stimulated widespread interest in a variety of topics connected with their native countries. In a question-and-answer period at the end of their talks, the student body was given an opportunity to increase its knowledge of other peoples. Thus the cause of international brotherhood was furthered."

### MAJOR ACTIVITIES OF FOREIGN LANGUAGE CLUBS

The foreign language clubs make a special contribution to citizenship education through their emphasis on an intercultural program. These excerpts illustrate outstanding activities and their value:

#### Spanish-Pan American Club

"We have excellent opportunity to help our Puerto Rican students find themselves in an atmosphere which is friendly and smacks of their own 'Patria Chicá' at the Pan American Club. Pupils who might easily have misunderstood our way of life and become embittered, slowly but surely under proper guidance changed their hostile attitudes toward the 'foreign' people and civilization, and developed into decent, upright, hard-working, self-respecting citizens."

#### Pan American Day Assembly Program

"The program consisted of various Spanish songs, dances, and instrumental numbers, dramatizations and speeches by both American students and those who came from Spanish-speaking countries. There were approximately fifty pupils who were members of the cast, and the pupils did most of the directing."

#### Pan American Exhibit

"There were articles of clothing, musical instruments, jewelry and different kinds of trinkets contributed by teachers and students. The American Museum of Natural History sent us interesting realia from Mexico and other Spanish-speaking and Portuguese-speaking countries."



IN THE COMMUNITY. The boys and girls of our high schools reach into the community of which they are a part. They do it daily in their jobs, their traveling, their home and church contacts. Here however we are concerned with the organized activities of academic high schools which are designed to develop social consciousness and social responsibility.

Programs which typify and develop social responsibility are herewith described. At Walton High School an organization known as the Walton Community Service Corps has a membership of over 130 girls. These girls devote one or two hours each week of their leisure time to serving the ill, the blind, the old who find themselves in hospitals and homes. The sixteen hospitals and homes are cheered up as the Walton girls feed patients, serve trays, write letters or go on errands for the patients. Some of the girls do office work in the pharmacies and in the hospital offices. The homes for the aged and blind welcome the girls who come to write letters, shop, read, or even walk with the patients.

Five Community Centers utilize the talents of the girls who serve as assistants to trained directors. The Walton girls teach arts and crafts, games, and entertain the sub-teen age set which frequents the centers. The sponsor states:

*"The corps was started in an effort toward developing on the part of our pupils a sense of social responsibility to the community. In addition it was hoped that it would provide outlets for worthwhile use of teen age sympathies, enthusiasm, and generosity. The work done by these girls in these sixteen institutions makes a vital contribution to their education for citizenship."*

The Social Welfare Club of the High School of Music and Art has the same motivations as the Walton League. It has concentrated many of its activities in service to the Lighthouse, where it has organized music clubs, and provides the leadership of clubs to teach swimming and roller skating to blind children. A natural outlet for the talented pupils has been the preparing and giving of concerts in many hospitals and homes for the aged. The club sponsor concluded:

*"Their sympathetic understanding of less fortunate people and their social obligations to them will, it is*

*hoped, channel their interest in community responsibilities later in life."*

A program in which a whole school assumed its social responsibility to the less fortunate was the "Care" program undertaken by the High School of Music and Art. Each official class adopted a European family needing help. The classes raised money and eventually made use of the *Cooperative for American Remittances to Europe* (CARE) as the channel for purchasing and shipping the goods which meant survival for these families. Schoolwide money-raising functions supplemented those of the official classes so that sufficient funds were raised to finance the program.

At Richmond Hill High School the same kind of schoolwide program is organized and furthered by the Junior Red Cross. Veterans' Hospitals, Children's Homes, United Nations projects all are the recipients of the generous outpourings of the pupils.

*"By studying the needs of the community and making plans to meet these needs, the Junior Red Cross members render service to the community. Members of the Council interview teachers of art, home making and shop classes to explain how useful articles for veterans and children may be produced in the classroom. Supplies are furnished by the Junior Red Cross. This gives all the pupils a chance to participate in the program. Each year, such items as lapboards, tray mats, and wall decorations for holidays, puzzle books and articles of clothing are made. Junior Red Cross members assist at parties at the Children's Shelter in Jamaica. Once a year, in cooperation with the General Organization, an entertainment is given at a city hospital on Welfare Island. Christmas stockings are filled for distribution to hospitalized veterans and children. Valuable assistance is given at blood bank centers. The Junior Red Cross members actually become part of the community."*

THE COMMUNITY IN THE SCHOOLS. Community life is brought into many of the academic high schools through the work of clubs. A UNESCO Club has had stimulating programs in which:



"The club heard speakers from the UN, some of the specialized agencies, the AAUN and the United World Federalists. The club was responsible for organizing an assembly program using some of the foreign students brought here by the New York Herald Tribune. They had already met them at the City-wide UNESCO Conference and several of the officers had come to know many of them quite well. One was staying at the school. The result was that we had six foreign guests when we had only planned for three, and the assembly was most stimulating to the whole student body. One of the final activities of the first year was an auction sale to raise money for UNESCO gift coupons for educational work in the British Gold Coast Colony. This was well publicized and aroused much interest."

"This past year programs have included an Indian student sent by the Indian consulate, a film and a speaker from CARE, Dr. Raphael Lemkin of the Genocide Convention. As a result of Dr. Lemkin's visit a special committee was organized by the president to work with students from other schools in a letter-writing project."

"The UNESCO Club and the social studies club collaborated on a meeting with the school's two Herald-Tribune foreign student guests as speakers. It followed a stimulating morning assembly and proved to be surprisingly successful. Over 200 students filled our conference room and the audience had to be driven home at 4.45 p.m."

Social studies club programs established closer community contacts. One reports:

"Every year preceding elections we have representatives of the various parties present their programs. In the 1952 election campaign Professor Counts of Columbia spoke for Mr. Stevenson and State Senatorial candidate Burke spoke for General Eisenhower. Mr. Joseph Morales of the Commonwealth of Puerto Rico spoke to a considerable number of students on the problems of Puerto Rican migration. Professor Daniel Lerner of

Hoover Institute spoke on the structure of the Soviet Union today. Our speakers have included Norman Thomas, Charles Abrams and Leo Cherne."

Viewing our community as national as well as local, one high school conducts a trip to Washington as a part of its education for citizenship program:

"Richmond Hill High School conducts a four day trip to Washington, D. C. every Easter vacation; this is open only to members of the senior class. The trip is available to only forty students, one bus load, and there are always more applicants than can be accommodated. During the four days the girls and boys are supervised by two parents and two teachers."

"Few activities emanating from a comprehensive program of citizenship education can equal that of a class trip, under adequate teacher guidance, to the nation's capital. While most of the advantages are derived from experiences with things, realia, the deeper benefits are spiritual and emotional. Identification with the country, the essence of patriotism, is immediate and lasting. Standing before the Lincoln Memorial, an entire class can feel itself carried aloft by the beauty of the architecture and the spiritual symbol it represents. Sitting in the legislative chamber is more than sight and sound—it is an emphatic experience of the highest order. The unity of experience, moreover, develops in the group (bound to be a mixed group if it comes from our city) a living-togetherness, a spirit of cohesiveness, which has undoubted transfer values."

"Founded upon this basic emotional and spiritual experience, the material aspects of the trip take on increased meaning. Washington with its architectural styles can teach the student our continuity with the great cultural past; Washington is an art center—its many galleries can serve a similar purpose in this field. In Washington one learns the meaning of sociological abstractions; 'Government' comes alive by a visit to the Supreme Court or the FBI or the government mint;



*'institution' comes alive by a visit to the Library of Congress; 'folkway' and 'tradition' come alive by a visit to the White House or Mount Vernon."*

**THROUGH SCHOOL PROCEDURES.** Schools build citizens by the subjects they teach and the way they teach them, by extra-class activities and the way they conduct them, and by regulations which promote order and insure the general welfare.

The curriculum and extracurriculum are generally recognized as important means of citizenship training, as indeed they are, but the relationship of school regulations to citizenship training is often overlooked. A smoothly run school positively affects young people's attitudes toward themselves, their schoolmates, teachers, and community.

The purpose of every school rule is to protect the rights and well-being of all. This broad purpose underlies all regulations but particularly those which have to do with the behavior of pupils in large groups, as for example, in the auditorium and cafeteria, with their movement from one part of the building to another, their conduct on buses and subways, care of public property, and dress and appearance. If rules are reasonable and administered with consistency and firmness, most pupils accept and obey them. Even those who violate them usually recognize the need for them.

School procedures have been established so that pupils are urged to arrive at school on time. To help insure a sense of responsibility, students are encouraged to attend school at all times, except in case of illness or family emergencies.

Audience behavior is an important aspect of good citizenship. Pupils have to be taught to listen respectfully and to show approval by applauding. They have to learn that shouting, whistling, and stamping are not socially desirable ways of expressing satisfaction. They must also learn that disapproval is shown by silence or by calm, reasoned arguments rather than by booing or hissing. Poor audience behavior is more often caused by ignorance rather than by intention to offend. Many a youngster simply does not know that a listener owes a speaker the courtesy of his undivided attention.

Formal instruction in audience behavior is best given in subject classes where the number of students is reasonably small and where there is an opportunity to interchange opinions and experiences. The course of study in English and speech is sufficiently flexible to permit such instruction in almost every term. Alert teachers of other subjects find occasion for instruction in listening as the need arises.

One test of a citizenship program is the behavior of pupils in the school lunchroom, where they necessarily have a large measure of freedom. Pupils are taught to line up for counter service without pushing or "chiseling," to return their trays and cutlery to the serving table, to police their table area so that it is clean for those who are going to use it during the following period, and to occupy their free time after eating in quiet discussion. Habits of orderliness and cleanliness do not come naturally. They have to be acquired through daily practice.

In the study halls pupils are taught to make the best use of their time and to work quietly so that the rights of others are observed. Unfortunately in some schools physical conditions are such that good study habits cannot be taught. Hundreds are assigned to an auditorium for "study" regardless of the fact that there are no desks, that the lighting is poor, and that the large registration makes proper supervision difficult, if not impossible. A study hall in which pupils are not busy with their assigned tasks every moment may actually provide an opportunity for pupils to learn habits of laziness and indifference.

A properly organized study hall has a desk for every pupil and an adequate number of teachers to assist pupils in the performance of their assigned work. Under such conditions pupils can learn habits of study which every intelligent citizen should possess.

Most city high schools house twenty-five hundred to six thousand pupils all of whom have to move several times each day from one floor to another within a few minutes. The orderly movement of such large numbers presents school administrators with a major problem. In nearly every school, teachers step into the hallways to supervise traffic. When traffic moves expeditiously, pupils learn, almost unconsciously, that intelligent obedience to law is essential for safety and freedom.



Young people have tremendous vitality. Sometimes this vitality results in unseemingly conduct on transportation lines. Through assembly programs and classroom instruction pupils are taught the necessity of self-control and the importance of orderly conduct on public conveyances. The purpose of this instruction is preventive: to forestall the occurrence of unsocial behavior. Despite preventive instruction, misbehavior on buses and subway lines occurs, and when it does administrators make punishment swift and certain to prevent similar acts in the future.

The senselessness of vandalism is brought home to students by every means at the school's disposal. Discussions in the student council and homeroom, editorials in the school newspaper, and talks at school assemblies are among the means employed to emphasize the care and protection of school property. In some schools pupils who lose textbooks are required to pay the full cost of replacement rather than a charge based upon the condition of the book at the time it was lost—a procedure used in other schools.

School administrators know from experience that there is a close relationship between dress and behavior. Pupils who are neatly dressed and well groomed tend to behave acceptably while those who affect dungarees, zoot suits, cowboy boots, and other outré outfits tend to act in a manner consonant with their appearance. Principals usually get strong support from parents when they insist that pupils dress appropriately.

The high school's ultimate objective is to help teenagers to become self-directing, self-managing, self-reliant individuals. Procedures designed to achieve this objective have an important bearing upon citizenship education.

**RECOMMENDATIONS.** The questionnaire prepared by the committee included the item *Practical Ways for Improving the Program*. In answer to this item each of the reporting schools offered a number of suggestions, all of which seemed to emphasize the theme that citizenship activities should reach more students and draw from participating pupils their best efforts. All schools are searching for "quantity and quality."

The introduction of new courses was a recurring suggestion. Discussion classes, problems of democracy courses and family

## MAKING BETTER CITIZENS

living units, it was felt, offer opportunities for inculcating desirable citizenship characteristics. The development of leadership classes in all the high schools was recommended so that the leadership qualities among many of our pupils could be more fully developed and utilized.

*Training our student leaders* is essential. However, reporting teachers felt that more conscious *recognition* should be given to student leaders of the school. Although participation in student government and student activities does bring some acclaim, the editor of the school newspaper, the Arista leaders and club presidents are not sufficiently well known by many of their classmates.

A request found in all the reports was one which reoccurs frequently in the field of education. It was the oft repeated plea for *more time and more money*. All felt that a better job could be done if sponsors received more time allowance and if the Board of Education budget allocated funds more generously to school newspapers and student activities.

The need for further *coordination* was apparent to many. More could be accomplished if there was greater coordination among the schools and within each school. The Citywide GO Advisers and the Citywide Discussion Conferences set an example which club sponsors, assembly program chairmen and honor societies might emulate. Such an exchange of ideas, materials and programs could enrich the citizenship activities of every school.

A start has been made in bridging the gap between *the school and the community*. Each report stressed that wider use of community resources and closer contacts with community leaders would bring to pupils a sense of identification with civic problems which often cannot develop out of a textbook approach.

**CONCLUSION.** The committee hopes that its findings will inform and stimulate readers. It is aware that voices will be heard saying, "What's new about that? We've been doing it for years." The existence of the practice in other schools strengthens the desire to continue such a practice in one's own school. For schools which have as yet not adopted one or more of the citizenship practices described in this report, the way is open to gain new insights into *Making Better Citizens*.



## Teachers and The Blackboard Jungle

SAM LEVENSON\*

(The following statement was to have been used by Mr. Levenson in a face-to-face interview with Evan Hunter, author of *The Blackboard Jungle*, over CBS-TV. Mr. Hunter did not appear. Mr. Levenson was kind enough to send this to the editor of *HIGH POINTS* for printing here.)

As an alumnus of the New York City teaching system I should like to take a stand on one aspect of *The Blackboard Jungle* controversy which disturbs me even more than the gross distortions and vicious portraits of the student body. What grieves and offends me is the picture of the faculty. Having struggled through the teaching examinations myself and being aware of the professional and personal requirements of the New York City system, which incidentally are amongst the most rigid in the nation, I was quite shocked to read in Mr. Evan Hunter's novel conversations amongst teachers which ran like this, and I quote verbatim:

"Like a Chink," Savoldi said. "Solly is part Mongolian."

"Thank God, I'm not part wop."

"I'm all wop," Savoldi said.

And this from Mr. Halloran ("I think he teaches public speaking"):

"By this time you've all said hello to ever'body else, so le's calm down and git on wid the business before us. . . . We're here to git dis business over wit, and not t'dally aroun' all day, so le's git on with it, and dot way git over with it."

Or this gem of educational philosophy from the mouth of Savoldi:

"Someday I'm going to rig an electric chair and bring it to class with me. I'm going to tell the kids it's a circuit tester and then I'm going to lead the little bastards in one by one and throw the switch on them. That's my ambition."

In their normal lunchroom conversation the members of the faculty refer to the students variously as cockroaches, idiots, inmates, bastards, characters, etc., etc. . . .

\* Famous humorist of television and radio.

## TEACHERS AND THE BLACKBOARD JUNGLE

Miss Hammond, the one lady-teacher in the group, is depicted as a repressed hussy who was attacked by one of the students because she was secretly looking for it.

The principal is depicted as a stupid, inept man, "that simple goddamned bird-brained Mongolian idiot, the principal of a high school. . . ."

Mr. Manners, a teacher, says: "What's wrong with a normal sex urge? . . . I want to be surrounded by underprivileged eighteen-year-old girls. I can't help it; it's my calling."

I am no longer a member of the school system but I feel like screaming at all this. I remember the lunchroom, too. I remember the inspired and inspiring teachers, and they're still around, yes, even in the vocational schools, men and women who teach with love in their hearts, who are prepared for their jobs, who *want* their jobs, who try to solve the hard problems intelligently, patiently in the tradition of great teaching.

Mr. Evan Hunter has the gall to permit one of the teachers to say: "In this school even Christ would have a tough time being heard." To that I say: "Try it sometime, Mr. Evan Hunter. Mercy, patience, and love are still in order. The 'Jungle' you refer to is in your own mind."

### NOTES FOR A PASSPORT CASE

When I was at home, I was in a better place.

—Shakespeare: *As You Like It*, II,4

See one promontory (said Socrates of old), one mountain, one sea, one river, and see all.

—Burton: *The Anatomy of Melancholy*

If an ass goes traveling he'll not come home a horse.

—Thomas Fuller: *Gnomologia*

I should like to spend the whole of my life traveling, if I could anywhere borrow another life to spend at home.

—Hazlitt: *Table-Talk*



## What German Educators Think of Our High Schools

THEODORE HUEBENER\*

During the past six years hundreds of German teachers have visited our country and our schools as guests of the State Department. Some have taught here under the Exchange Program. In fact, one member of our own foreign language staff served for a year in Berlin while the German exchangee took her place in Grover Cleveland High School.

The visiting Germans were frequently asked to express an opinion of our educational endeavors. As guests they naturally felt somewhat diffident and their comments were politely laudatory. However, having returned home they were less hesitant to voice criticism of what they had observed. Such a frank expression of opinion by outsiders is interesting at any time. It is especially stimulating now that a Committee on Articulation and Integration has been set up by Supt. Jansen for the express purpose of examining our schools critically. At the luncheon in his honor, Deputy Superintendent Greenberg read aloud a number of brief comments—some favorable, a few unfavorable—made by foreign visitors from various countries.

Below are given longer excerpts from two articles on American education appearing in one of the best German pedagogic journals. This is "Bildung und Erziehung," published in Frankfurt and edited by Franz Hilker, who himself taught at Teachers College years ago.

The first article, "The German American Teacher Exchange," describes this program for the years 1952, 1953 and 1954. It is by Dr. Gerhard Neumann, who is the director of the exchange and an official of the *Deutsche Akademische Austauschdienst*. He has been in the United States numerous times and is thoroughly familiar with American education. He summarizes the opinions of the 43 German teachers involved in the exchange.

As highly commendable they point to the following features of the American school.

\* Director of Foreign Languages

## GERMAN EDUCATORS AND OUR HIGH SCHOOLS

1. The high standards of mass education together with much individual differentiation.
2. Tolerance; the absence of petty envy; the "art of free competition."
3. The flexibility of American school organization.
4. The friendly relationship between teacher and pupil.
5. The immediacy of subject matter; the emphasis on the practical.
6. The splendidly equipped, modern school buildings, with their excellent libraries.
7. Student meetings and publications; school spirit.

As definite weaknesses of American education the Germans stress:

1. The inadequate provision made for the development of the gifted pupil.
2. The pampering of the child.
3. The lack of thoroughness in the learning of facts and subject matter.
4. The restriction to a few subjects; the possibility of the student's avoiding difficult areas by clever choices.
5. The late start in the study of foreign languages.

The second article devoted itself entirely to the problem of evaluation. It is entitled "Critical Comments on the American High School." The author, Dr. Rudolf Bringmann, was an exchange teacher in the Holmes High School in Covington, Kentucky, as well as an instructor in the summer course of Phillips Exeter Academy, Andover, Massachusetts.

Among his "critical comments" are the following.

1. The "melting pot" demands conformity and standardization. This process, however, has gone too far; it is "almost un-American to be different."
2. The gifted child is not provided for sufficiently. "In U.S.A. the clever children are an underprivileged class" (quoted).
3. The teaching of foreign languages is woefully inadequate, especially in view of America's role of world leadership.
4. The public school, in its eagerness to provide for the lowest common denominator, has reduced its standards to such an extent that it no longer provides the basic minimum of knowledge required for practical life.
5. Because of the widespread use of phonograph, films and TV, there is an appalling lack of thoughtful "working through" of a book or play on the part of the student. Literature is reduced to outlines and digests. Shakespeare is a subject for the comics; *Macbeth* is a mystery story.



6. American education is continually becoming softer. "The cushion has become the symbol of education" (quote from Dr. L. Templin).
7. Co-education reveals startling weaknesses. The presence of the opposite sex is distracting. A serious and candid discussion of human problems cannot be conducted. Co-education spoils the respect and reserve toward the opposite sex. The tendency to enlighten youth on even the most intimate facts of life has proved disastrous. Petting has assumed alarming proportions. About 15% of American youth suffer from neurotic disturbances.
8. Many of the weaknesses of American education are due to the unfavorable social position and the entirely inadequate pay of the teacher.

However, Dr. Bringmann also has some favorable comments. As worthy of emulation he notes:

1. The fine guidance and counseling system which helps the pupil in his studies and in choosing a vocation.
2. The American pupil goes to school joyfully. . . . "Never, in my entire teaching career have I had such touching evidences of confidence and devotion as I received from my American students."
3. The American pupil takes a far greater active part in school life than the average European student.
4. The atmosphere of the American school is conducive to the attainment of its social ideal—the development of the self-disciplined, responsible member of the community.
5. The complete absence of a spirit of snobbery is delightful. Ideals of fairness, sportsmanship and cooperation are always in evidence.
6. A cordial welcome is always given the foreign visitor. The American educator displays an amazing receptiveness to criticism, in fact, invites comment.

Some of the above criticism may seem to us unwarranted or reflecting European attitudes and aims. However, a number of the comments are worth further consideration—since other foreign visitors have voiced similar opinions—and may prove productive in making a re-evaluation of some phases of our education.

## Puerto Rican Newcomers in Our Schools\*

MARY FINOCCHIARO  
Seward Park High School

The effective and rapid integration of Puerto Rican newcomers into the full life of the school, the community, and the city has become a primary concern of educational and social agencies in New York City. It is generally recognized that special educational provisions are needed for the approximately fifty thousand children of Puerto Rican origin in our schools. Some have never attended school; others lack fundamental abilities in the communication arts; some lack basic concepts in many curricular areas. All have been uprooted from an environment that differs radically from ours. These children cannot be expected to profit fully from the program designed primarily for continental American children.

The number is certainly not overwhelming in terms of total pupil population, nor is the problem of integrating foreign-speaking groups within the New York City schools unprecedented. Why then has the educational program for Puerto Rican children become the subject of innumerable conferences, surveys, and reports?

### The Problem

The reasons are complex and varied and must be examined in the light of our total educational and social philosophy. Whereas, in the past, for example, it was common to speak of the United States as a "melting pot" and of the "assimilation" of new arrivals, today the concept of cultural pluralism has been more widely accepted. In the organization of activities and projects for schools and community, this new attitude points toward the utilization of the cultural and social contributions which Puerto Ricans can and do make. It points also toward the desirability of helping Puerto Ricans to maintain their identity and to retain the best in their cultural patterns at the same time that they adopt necessary customs and habits of their new community.

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Whereas, in the past, education was considered the province of the select few, today there is general acceptance of the belief in "education for all the children of all the people." This does not mean the *same* education for all the children but rather an educational program geared to individual interests, abilities, and needs. This concept places on the administrator the responsibility for organizing a program which facilitates individualization of instruction, which provides for various kinds of intra-class and intra-school groupings, which includes remedial programs in all areas. These and many other administrative procedures are even more necessary for Puerto Rican children if they are to receive the same educational opportunities offered to all children.

Whereas, in the past, emphasis was placed on the teaching of subject matter, today emphasis has shifted to encompass the total development of the individual (his habits, interests, knowledges, skills, and attitudes) for optimum personal-social adjustment. This means taking Puerto Rican children, whether they are from an urban or a rural background, whether or not they have had previous schooling, and helping them to acquire such knowledges and skills as they need to participate actively in the life of the community and to find their place in the world of work.

Changes in educational and social philosophy have given us an insight into more desirable ways of organizing a school program and of integrating new arrivals. In this respect Puerto Ricans may be considered more fortunate than previous groups of newcomers. With relation to this migration, however, there are unusual factors in the pupil population, in the school situation, and in the community, which have made it difficult to translate into immediate action the results of research findings and of new philosophy. Let us examine briefly some of those factors which have implications for school personnel.

The Puerto Ricans may experience social and vocational discrimination for the first time. As a defense mechanism, they cling to the fact of their Spanish origin. They continue to speak Spanish, and some may even show reluctance to learn English.

Products of a dual culture—Spanish and American—Puerto Ricans have definite ideas about the authority of the head of the household, about the employment of women, about family relationships, about participation of their daughters in after-school

programs. Conflicts and misunderstandings arise between parent and child, parent and school, and child and school, which require patient and sympathetic handling by school and community leaders.

**PREVIOUS EDUCATIONAL LIMITATIONS.** Some of the difficulty can be explained by the fact that Puerto Ricans have been the victims of an ill-defined American educational policy. Prior to 1947, under the jurisdiction of various commissioners appointed by our own government officials, the school program did not take into account the aspirations of the Puerto Ricans, or their needs with relation to the situation in which they lived. The curriculum, the instructional materials, and the language program in particular did not consider the psychology, the mores, the environment, or the goals of the people for whom it was planned. In too many instances the program designed for living within the continental United States was superimposed on school authorities in Puerto Rico. The medium of instruction in the schools kept shifting between English and Spanish with the result that many Puerto Ricans complain of being "illiterate in both languages."

Despite valiant efforts of government officials and an increased budgetary allotment, there are inadequate facilities for children of school age in the Island's schools today. In addition, poverty and other circumstances beyond their control force many children to leave school at the end of the fourth grade. Although there is a compulsory education law in Puerto Rico, it is not generally enforced because of the inadequate facilities and because of lack of personnel. Attendance officers, official letters, lists of rules and regulations may therefore be very frightening and new to Puerto Rican children and to their parents.

Many teachers in New York City expect Puerto Rican pupils, especially those that have attended school, to speak and understand English immediately upon arrival. They forget to take into consideration such items as these: length of formal English study in Puerto Rico; natural timidity caused by totally different environment; the fact that this is the first time these children are using English in an all-English-speaking community; the difference in sounds and melody of English spoken in New York City and that learned in other countries. Although English is now taught



as a second language in every school in Puerto Rico, the language program has been planned to bring about systematic growth of communication abilities over a *twelve-year* period.

**LOCAL LIMITATIONS.** Although there has been a universal desire to help ease the difficult period of transition for our most recent arrivals, factors in the New York City school situation itself have militated against the more rapid entrance of pupils into the regular school stream.

Fearing the stigma that might be attached to even a temporary segregation, many principals have been reluctant to place Puerto Rican pupils in homogeneous classes. Moreover, our policy of continuous progress has resulted in classes of pupils with wide ranges of achievement. Teachers have to cope with Puerto Rican pupils at different levels of ability in addition to two or three groups of continental American pupils within the same class. Because of our policy of placing pupils in classes with their age peers, a child with *no previous schooling* may find himself in an eighth- or ninth-grade regular class.

Feelings of insecurity on the part of the teachers themselves have delayed our solution to some aspects of this problem. Many doubt their ability to teach Puerto Rican pupils effectively because they consider a knowledge of Spanish necessary. Others have found it difficult to keep pace with changes in educational practices at the same time that they conscientiously attempt to develop special techniques and skills needed for this special group.

The practice in many schools of placing all responsibility in the hands of the Puerto Rican teacher or of the guidance counselor has been a deterrent to the solution of a problem that is school-wide and city-wide, and that demands cooperative efforts of all personnel. Joint planning is needed to adapt curricula, to prepare instructional materials, to organize suitable experiences, to set up an adequate guidance program and to foster desirable home-school-community relations.

The community, too, is responsible for a large share of the difficulty which these newcomers experience. Established residents of the community fear that the newcomers create housing and employment problems. The old and new members of the community fail to accept each other because of the barriers of language. Con-

## PUERTO RICAN NEWCOMERS

tinental American parents feel that their children are deprived of full educational opportunities because of the time teachers must devote to Puerto Rican children. Many of the agencies best qualified to alleviate community problems found themselves unprepared to handle the unexpected numbers since mass migrations have not taken place in over two decades.

Many additional problems could be cited, problems created by the myths that have grown around reasons for the Puerto Rican migration, around numbers of them on relief, around deterioration of neighborhoods or schools because of their presence. The Puerto Ricans, latest group in the long list of migrants to our shores to want to benefit from our tremendous resources and from our concept of democracy, are naturally blamed for many of the ills of schools and community. The Irish, the Germans, the Italians, the Poles, in turn, were looked upon with suspicion before they were integrated into the life of their new communities.

**POSITIVE CONTRIBUTIONS.** Instead of citing additional problems, it is more important to underscore the positive contributions of individuals, of schools, and of agencies. There is overwhelming evidence of gains in personal and social adjustment of Puerto Ricans in our schools resulting from a cooperative and dynamic approach to the problem.

Supervisors and school staffs have met this new challenge in a positive and direct manner. Desirable and effective procedures have been evolved on a school basis and on a city-wide basis to hasten the process of integration and to avoid some of the pitfalls and cultural conflicts which characterized our former attempts to "assimilate" other groups of migrants.

**ADMINISTRATIVE AND SUPERVISORY PRACTICES.** Modifications or adaptations have been made in all aspects of school organization and supervision to meet the special needs of newly arrived Puerto Ricans. Since the first contact of the school with the parent and child is so important, much thought has been given to practices which would make the parent and child feel wanted and accepted as a part of the school organization. Spanish-speaking interpreters have been assigned to registration rooms to assist in filling out registration forms, to determine literacy of the child,



to explain simple school routines such as time of arrival and dismissal, compulsory attendance, and luncheon privileges. In cases where the child is to be placed in an orientation class in a grade lower than that in which he was in Puerto Rico, the interpreter explains that such placement is temporary, flexible, and designed to give the child an intensive preparation for participation in the full life of the school and community. Many schools have prepared booklets in which school rules and regulations are outlined and in which other community resources are pinpointed and explained.

With relations to classification and programming of pupils, the following procedures have been found effective: (1) Pupils below the age of nine are placed in regular classes while all those above that age are placed in orientation classes or reception classes. (2) All pupils, whether in orientation or regular classes, are given a buddy or a pupil assistant. (3) Pupils are programmed immediately to assemblies, shops or gymnasiums, and other areas where language competency is not necessary, with non-Puerto Rican pupils. (4) Pupils are placed in the higher orientation class (if they are graded) or in regular classes as soon as they are capable of profiting from instruction in the higher class. (5) Pupils are given additional instruction in the language arts as needed and for as long as is needed, even after the initial orientation period.

Since these pupils cannot profit ideally from the regular curriculum of the school, modifications have been necessary not only in the initial orientation stage but, depending upon such factors as the age and the native ability of the pupil, for a period of time thereafter. All pupils whether in orientation or in regular classes are given units of work such as the following when they are first admitted to the school: (1) identification of self—name, address, age, names of family members; (2) orientation to the school—personnel, locations, activities, routines, rights and responsibilities; (3) home and family; (4) personal and community health—food, nutrition, available health services; (5) the immediate community—transportation, communication, recreation, services; (6) American heritage; (7) educational and vocational guidance.

Within these areas and throughout the child's stay in school, emphasis is placed on language arts, on health, nutrition, safety, and consumer education. Every teacher in the school is first a teacher of language and then (on the higher level) a teacher of

her own subject area. New vocabulary and difficult sentence patterns are clarified in all subject areas *before* concepts in the subject area are presented. Instructional materials are prepared by teacher committees for various levels of ability and literacy. Audio-visual materials, particularly the simple flat pictures, play an important role in the curriculum. A file of flat pictures, illustrating orientation and other topics, is placed in the room of each teacher or in a central location in the school.

In addition to the orientation topics, simplified units of work are developed in all regular subject areas. In the case of that pupil for whom the school in which he finds himself is the terminal point of education, provision is made to develop the knowledges and skills needed to find gainful employment and to become a participating citizen of the community.

**TEACHER ORIENTATION.** As in all teaching-learning situations, the teacher is the most important single factor in achieving the aims and goals of education. Careful teacher selection and continuous training are essential in programs for newly arrived groups of Puerto Rican children. In the majority of cases, teachers are selected on the basis of skill they have already demonstrated in such procedures as grouping of children, preparation of materials, and evaluation of progress. Teachers are selected because they are willing to learn and to develop effective techniques for teaching English as a second language. They are selected because they show a sincere appreciation of problems caused by migration; because they believe in continuous curriculum adaptation and revision; because they believe that guidance permeates all areas of teaching.

The orientation of the entire staff of the school, not just the teachers assigned to the orientation program, has been continuing responsibility of supervisors. All the accepted and known supervisory procedures have been utilized to give teachers and other staff members a knowledge of the culture and mores of Puerto Ricans; a knowledge of conditions faced by Puerto Ricans in their new environment; a knowledge of the educational program in Puerto Rico and the techniques and skills needed to present English as a second language and to present subject matter using limited English vocabulary and sentence structure.



**PROGRAM FOR PARENTS.** The benefits that will accrue to pupil and to school from a well-organized program to involve Puerto Rican parents in the school program are understood by administrators. The Puerto Rican family unit is closely knit, and parents still exercise an enormous influence on the actions and reactions of their children. The schools are attempting to involve as many Puerto Rican parents as possible in the Parents Association. At the beginning it has been found desirable to hold separate meetings for Puerto Rican parents with opportunities at the end of each meeting to socialize with other parents of the school. Speakers who are fluent in Spanish are invited to talk to the Puerto Rican parents. Subjects for such meetings include frank discussions of routines, regulations, and forms in the New York City schools. Compulsory education—not rigidly enforced in Puerto Rico—and the existence of after-school activities for girls and boys are carefully explained. Other meetings are devoted to subjects and topics which have immediate value to Puerto Ricans in their present environment. For example, nutrition, community resources, health and hygiene practices, consumer education, housing, the necessity for learning English, and employment opportunities are discussed profitably, giving the parents the feeling that they are accepted.

In addition to the Parents Association meetings, it is important that parents be involved in other community activities. This has been done by utilizing their talents and their creative and artistic abilities in such school-community activities as bazaars, festivals, and parrandas. The schools are encouraging parents to avail themselves of the adult education program so that they can make the adjustment to a new culture and to a new language along with their children.

**GUIDANCE.** Although a guidance or mental health attitude is implicit in every phase or activity of the school program, it has seemed desirable with Puerto Rican children to place special emphasis on a group and individual guidance program. In general, it is recommended that recently arrived pupils be programmed for one group guidance and one individual guidance period per week. If necessary, a period from the "orientation program" is devoted to individual guidance. It has been found important for

the person doing guidance to be fluent in Spanish, especially the person who does the individual counseling. Pupil or parent interpreters cannot establish the necessary rapport or convey the desired information. In addition to having a knowledge of Spanish, it is imperative that the guidance teacher be fully conversant with background, customs, culture, and mores of Puerto Rico. It goes without saying that the counselors selected by principals possess more than the usual personal qualities of warmth, sympathy, and understanding.

Topics such as the following are usually included in the guidance curriculum of our schools—(1) *social*: recreational facilities in the immediate and wider community; social relations; customs such as greetings and leave-taking, foods, holidays, dress, behavior patterns in various situations; (2) *educational*: opportunities for advanced study; requirements for entrance to institutions of higher learning, library and museum facilities; (3) *moral and spiritual values*: individual rights and responsibilities; places of worship; (4) *avocational*: community facilities such as the PAL, community centers; hobbies, popular sports, club programs in schools; (5) *vocational*: opportunities for part-time employment, for full-time employment; means of finding employment; filling out forms, etc.

These supplement the talks or topics which arise from the teacher's observation of pupil needs with respect to clothing, food, necessity for getting along with others, ability to understand school and community customs which may not have existed in Puerto Rico. Because of the traumatic effect of finding himself in a new and strange environment, the child needs more than ever to feel wanted, secure, loved, and accepted in a social group.

#### Teaching-Learning Practices

In the final analysis, it is the teacher who determines to what extent effective supervisory and administrative practices are followed through in the classroom. It is the teacher's understanding, her philosophy, her attitude, and the atmosphere which she creates that will lead to the achievement of generally recognized educational goals for those children. Although classroom management and lesson development follow, in general, the patterns of teaching used with any group of children or in any



subject area, adaptations are needed because of social and educational background of Puerto Rican children and because of the special problems indicated elsewhere in this report.

LESSON PATTERN. Let us give a few illustrations of effective teaching practices within the framework of one type of lesson plan:

*The Motivation*—in the early stages:

1. Should be based on their trip to New York, stories (such as fairy tales) they knew in their native land, their immediate environment.
2. Should be clarified and enriched by illustrative material, pantomime, dramatization, and trips.
3. Should aim toward more effective participation in school and community activities by giving the pupils a definite body of knowledge in English and in orientation facts.

*The Aim:*

1. Should be stated clearly after motivation; e.g., "Today we are going to study the names of foods."
2. Should be written simply on the blackboard by teacher or pupil.
3. Should be within the pupils' comprehension and ability.
4. Should include two important items: (1) new vocabulary (five-eight new words in the beginning) and sentence patterns (one-three); (2) an experience or facts leading to personal and social adjustment (using the vocabulary that has just been presented or that is already familiar to the pupils).

*Development:*

1. Should start (after motivation and statement of aim) with a review of previously taught material which is pertinent to the new lesson.
2. Should follow accepted methodology in teaching a new language; e.g., pupils should *hear* the word or sentence; say it in chorus and individually; *see* the word or sentence at the blackboard and then *practice* it in various sentence patterns or situations.

3. Should include many medial summaries, e.g., "What have we learned so far?"
4. Should provide for a generalization *after* many illustrations; e.g., When teaching the third person singular of the present tense, the teacher may say: "Notice the *s* here, and here." (The *s* has been underlined.) "When do we add *s* to the action word?" (Teacher attempts to elicit "rule.")
5. Should provide for smooth transitions from one step to another; e.g., "Let's see how we can use these new words."

*Drill and application:*

1. Should proceed from the simple to the more complex, e.g., (1) Show me the book. (2) What is this? (Teacher or pupil shows book.) (3) Who has the book? Etc.
2. Should include five or six grade exercises to fix the new learnings—always using a *limited, known* vocabulary.
3. Should provide for utilization of new vocabulary or sentence patterns with other known words, patterns, or situations.

*Questioning:*

1. Should be so worded that pupils—in the early stages—need supply only one new word; e.g., "Who has the hat?" "John has the hat."
2. Should be simple.
3. Should avoid sentences like "When did you go to the movies?" unless irregular past tenses of verbs have been practiced.

*Final Summary:*

1. Should be reconstructed from the blackboard by pupils with the help of the instructor.
2. Should involve some writing if possible. (Pupils should not be expected to write throughout the lesson since they all write at different rates of speed and since the fragmentary writing would break up their attention and interest.)

*Assignment:*

1. Should be given daily.
2. Should be differentiated according to pupils' ability and literacy.



*Illustrative Materials:*

1. Should include picture file, a set of flash cards with words and sentences related to the flat pictures; real objects; experience charts; a notebook for each pupil (paper supplied by the school if necessary).
2. Should be used instead of "discussions" or lengthy explanations whenever possible.

**Unsolved Problems**

In spite of the winningness of those concerned to modify, adapt, re-evaluate and remedy, a number of questions still arise in the minds of teachers and supervisors to which answers will have to be found. A sampling of these follows, with the hope that interested individuals and groups will do the necessary research in order to arrive at answers which will satisfy and benefit pupils, teachers, and parents, both Puerto Rican and continental.

1. Shall more persons of Puerto Rican origin staff our schools in order to help with reception, orientation, and guidance?
2. Shall we continue to place pupils, even those with no previous schooling, with their age peers?
3. Shall we ask all teachers to learn some Spanish?
4. Shall a separate license be set up for teachers of Puerto Rican children?
5. What are our responsibilities to children who come to school at the age of 16 and who will remain in our schools for only a year or two?
6. What standards for placement, for inter-class promotion, and for graduation can be devised which will work no injustice on Puerto Ricans and which will satisfy continental parents and children?
7. When is a child *ready* to go to a regular class?
8. How can we help teachers, with respect to orientation, training, and instructional materials, to accept these language-handicapped pupils in their regular classes?
9. How can schools, social agencies, and religious agencies work together to bring about a mutually accept-

## PUERTO RICAN NEWCOMERS

- ing relationship between old and new members of the school and community?
10. How can we work together even more closely with the Department of Education in Puerto Rico so that we can build on the program and the curriculum in their schools?

The contributions of all peoples are necessary to meet this new challenge in our profession. If we face the problems squarely, with confidence, with eagerness and with the awareness of the importance of the role we are playing, we shall take a long step forward in giving Puerto Rican children the opportunities for education and for participation in our society to which all children are entitled.

**MUSIC HATH CHARMS**

The head of a large chain of movie houses said recently of the Fox and MGM stereophonic-sound music shorts his circuit has been playing: "I hope they give us plenty more good music shorts. They make a lot of money for me. As soon as the audience hears the first few bars, they rush to the concession stand in the lobby to buy candy and popcorn and wait, chomping away there, until the feature goes on."

—Herman G. Weinberg, *Coffee, Brandy and Cigars* (XVIII), in "Film Culture" for March-April, 1955.

**FABLE**

From ancient Persia comes this fable: "A fox awoke one morning and saw his shadow huge on the desert sand. He was hungry and he said, 'I shall have a camel for breakfast.' So he set out. He loped over the land, hour after hour, looking for camels. But he never found one. By noon he was tired and he stopped to rest. Looking down, he saw his tiny midday shadow on the sand. He said, 'A mouse will do.'"

—Walter Havighurst, *Masters of the Modern Short Story* (Harcourt, Brace)



## Films of Special Interest

(Exceptional motion pictures reviewed for teachers by the film chairman of the School and Theatre Committee, N.Y.C. Association of Teachers of English. For further particulars consult your S.T.C. representative.)

### THE GREAT ADVENTURE (Paris Theatre)

Of nature films, Béla Balázs once pointed out that the more authentic they are, the more fantastic they seem. Since plants and animals do not pose for the camera, watching them we feel as if we had entered territory closed to man.

In Arne Sucksdorff's completely beautiful film, *The Great Adventure*, the sense of rapt enchantment is never absent. From the opening shots of early-morning summer mists on the fields, of dew-patterns on grass and wind-patterns on reeds, of bubbles spreading as the otters play beneath the river's surface, to the last picture of the herons flying back for another spring, we move invisible in a world that might be fairyland. It is a real-enough world, realer than any we return to after leaving the theatre, this farm in central Sweden, and we remember it as well as Sucksdorff, though we were not ten years old on *this* farm; we know the calls of the summer woods: *This was what it was like . . . a summer morning, when we first woke up*; the soundtrack repeats our memories. Why this breathless wonder, as if it were a world undiscovered till this very moment?

The man who made *The Great Adventure* is a poet. Individual, intimate, surprising—each glimpse of life on his farm is like a flash of lightning. The vixen racing across the field and into the waving corn; her foxcubs tearing the chicken she brings them; baby owls mesmerized by jet planes swooping overhead; the shadow of the August sickle moon reflected in the river "while the hare crouches throbbing in the wheaten stubble"; two boys and a pet otter walking in the snow and coming suddenly upon a dead roebuck—each image constitutes an experience.

Taken together, with the poetry of natural sounds and music and eloquent commentary, the images form an allegory; "man's relation to the lost paradise," Sucksdorff calls it.

In black and white photography, the loveliest we have ever seen, this lost paradise is observed in terms of the animals who

## FILMS OF SPECIAL INTEREST

inhabit the woods and lake, and then of the children who live near them, during the four seasons of a farm year. "There are children turning life into a fairy tale which they take in earnest . . . their secret is a small otter cub whom they try to save from danger."

Although Sucksdorff finds lessons here and there in the course of the year ("No one can cage a dream live for long, no matter how kind the keeper," the boy learns in spring when his otter slips away from him), he is not didactic about nature. Nor is he sentimental, or pretentious, or over-eager to entertain you with animal antics. His foxcubs are not presented anthropomorphically as juvenile delinquents; it is enough for him to show you how amazingly their eyes gleam after they have gone to earth. The music by Lars Erik Larsson is never intrusive; you hear the "dragons' voices" of the great black grouse without fear that their raucous mating will be jazzed up into a rock 'n roll sequence.

*The Great Adventure* has a serenity, a filling peace, that comes from beauty alone. If some of the pet-otter sequence is slow for some, it is not slow for us. "More dramatic and more vital than all the false excitements you can muster"—that is Grierson on Documentary, on the dramas of peaceful living—and that is the way we feel about watching Anders, who is ten, buying herrings to feed an omnivorous otter; or Kjell, who is six and incidentally Sucksdorff's own child, fishing in a hole in the ice, with the dark woods behind his enterprise like a magnificent backing; or the whole sensuous wonder of the "great adventure" of the seasons as Sucksdorff has so poetically captured it.

("Produced, written, photographed, directed and edited by Arne Sucksdorff" in Sweden, *The Great Adventure* is presented at the Paris by Louis de Rochemont. On the same program is an excellent two-reel color version of *Moby Dick*, told through the medium of modern drawings and paintings by Gilbert Wilson of the Melville Society. Produced and directed by Jerry Wilson; narrated by Thomas Mitchell. A Burstyn release.)

### CURRENT RECOMMENDATIONS

MARTY (at the Sutton Theatre; United Artists)—Once upon a time, our grandmothers baked bread which had all the natural crust and wheat-germ and what-all that was good



for us. Then along came the experts and refined and enlarged and whitened and cellophaned that bread out of all goodness. When they despaired of selling it any more, even with the very best singing commercials, they hit on the bright notion of putting back, one by one, all the ingredients they had taken out. Now if we pay enough we can get almost as good bread as we used to. In the motion picture world, something analagous to the bread cycle has just come to a full turn. Once upon a time, Hollywood looked for a warm, intimate story of two people whom audiences would like. They photographed this in a neat small frame, with lots of close ups. Then came television, and the experts felt that the only thing to do with a *movie* was to widen it, flatten it, deepen it, color it, and soup it up. Somewhere the warm human couple got lost. We got *Kiss Me Deadly*, lots of epics where the octopus alone had a proscenium arch of 300 feet, and at least five costume dramas in which Jean Simmons' eyelashes could be seen from the second balcony to be waving like palm fronds in the Bahamas. Even the foreign films showed signs of elephantiasis. But—along came Paddy Chayevsky, a television writer, and Delbert Mann, a television director, with their television play *Marty*. It is a warm, intimate story of a butcher from the Bronx, a chemistry teacher from Brooklyn, and their extremely likable friends and relations. As produced by Harold Hecht and Burt Lancaster for the screen, the black-and-white movie screen, with lots of close ups, *Marty* has not only had a richly merited popular success at the Sutton, but has just won the Cannes Festival grand prize—the first American movie ever to make it. Must have seemed like old times to the judges in the Palais du Festival. In addition to humanity, *Marty* seemed to us to be returning to the screen, in the person of Ernest Borgnine, some of that sweating actuality that was the special gift of Raimu.

**GREEN MAGIC** (at the Little Carnegie; Italian Films Export)  
—This is the extremely expert color record of the Bonzi expedition in Brazil in 1952. Few travel films can offer so much unusual material, for the seven thousand miles of

South American terrain traversed by Count Bonzi and his companions yielded (among other things) such scenes as a black-magic ritual dance called the "Macumba," presided over by an enormous regal woman whose face as she watches the frenetic proceedings is unforgettable; a wedding dance of the Aymara Indians of the Andes; an evening with the gauchos in the Argentine; a "lifetime" with one of the men who tap rubber trees, the "siringueros"; a river-crossing in which a young steer is sacrificed for the safety of the herd and is eaten alive, down to the skeleton, before our very eyes, by the piranha fish that infest the stream; a struggle between a poisonous and a non-poisonous snake in which (also before our eyes, although we shut them just before the end) one snake swallows the other one *whole*. . . . Well, if you don't believe it, you remind us of the British movie-goer who went to see a double bill, something called *Valley of Song* playing with *Conquest of Everest*. "I liked the first picture," he said, "but that mountaineering job seemed a bit far-fetched." *Green Magic* does have some shots that are much easier on the eyes: the waterfalls of the Iguassu River; the famous statue of the Christ of the Andes which overlooks the harbor of Rio de Janeiro; Lake Titicaca—things like that. It also has a fine commentary by James Agee. But we shall always remember that heifer being eaten in the stream, with the brown water reddening and the piranha fish chirping as they eat. When you use the school discounts that will be available during the Little Carnegie engagement, be sure your companion is hardened to the facts of nature.

**UMBERTO D.** (at the Guild; an Edward Harrison release)—One of the very great films of our times, an unyielding and beautiful masterpiece, is Vittorio de Sica's *Umberto D.*, which has suffered in the last few years from the desire of the Italian film industry and the Italian government to forget what made the Italian film renaissance and to turn Cinecittà into a little Hollywood. Here it is, finally, and after just seeing it we do not know how to describe it to you except by saying as simply as we can that de Sica and Cesare



Zavattini (who wrote the story) have created something so pure that there is no moment that you could change. There are no concessions in it. It is as full of pride as the old pensioner, Umberto Domenico Ferrari, whose story it tells, and as full of tenderness. Played by a professor, Carlo Battisti, whom de Sica saw passing in the street one day and chose for his "Umberto D." character as he had once chosen an unemployed laborer for his protagonist in *The Bicycle Thief*, this pensioner shakes the heart at the roots. His bitterness, isolation, defiance—his strategies and rewards—overwhelm one by their reality. But all of this film is reality, created by one of the few artists the screen has even known. We can not explain how he has done it, but de Sica has made the figure of Umberto D. part of our own life. We saw him without artifice, in terrible austerity, with cumulative love, for ninety minutes, and we can never forget him.

RUTH M. GOLDSTEIN

Abraham Lincoln High School

#### AS OTHERS SEE OUR STUDENTS

Some of the girls (guides at the UN) consider junior high school students the most exciting groups to take around. "You can really reach them," they say. "And they always ask the \$64 question, 'What chance has the UN?' High school groups are the worst: they are apathetic and self-conscious. There are always some who sit in the back row and flirt in a place like the Security Council. But seven- and eight-year-olds ask extraordinary questions, such as, 'What is the Security Council doing about atomic energy? And, 'Who are the six non-permanent members of the Security Council?'"

—Edith Iglauer, in "The Best Show in New York," *Harper's*

## Education in the News

*Le chemin le plus long est souvent le plus court.*

—Proverb

Of the two thousand or more distinct languages now spoken, about half a dozen are the constants, or tool languages, of international gatherings. They are English, French, Spanish, Italian, German, Russian and Chinese. Of these, French and German are the languages of science; French and English are the languages of international diplomacy in the first magnitude.

Of the several reasons advanced for the study of foreign languages—cultural, commercial, college entrance—the last has the most validity. True, its validity is artificial, even spurious. It is an example of vocational functionalism; languages are required (in most liberal arts curricula, and in many scientific curricula); *ergo*, pupils enroll.

As for the commercial advantages of a working knowledge of foreign languages, the expense of such instruction in the past fifty years has not borne the fruit in terms of the acquisition of sufficient skills commensurate with landing a job in a foreign country. Indeed, many American business concerns with offices abroad, must employ native translators. Wherever we go, we Americans are language-locked islands unto ourselves. Even in foreign countries, natives must speak English to get along with us. And *they* do!

As for cultural implications: two or three years studying foreign languages in high school does not begin to break the barrier leading to adequate language skills—reading a foreign language daily, or Racine (or Cervantes, Gorki, Heine, et al.) in the original.

Perhaps all of this did not matter too much up to the first half of the twentieth century, but from here on in we need to develop a large body of men and women who *speak* foreign languages—including Russian and Chinese. To this end we may need secondary schools which specialize in foreign languages. But better than that, and simpler, really, we need to begin language teaching in the first grade of the elementary school!



In the publication, *New York State EDUCATION*, for December, 1954, Emily Kimbrough, noted author, traveler, and radio commentator, has written an article entitled, *Reading Is Not Enough—We Must "Speak the Speech."* Her amusing anecdotes point up how great have been the effort and expense of foreign language instruction, and what a fizzle, the result. A few paragraphs follow:

... In the summer of 1949 I took my twin daughters abroad. They were nineteen, and in Paris we joined a dear friend of mine and her son, Dick. . . . All three (the twins and Dick) of them were college undergraduates. . . . Not one of them could express the simplest idea in the language, and such phrases as they were able to form were spoken in an accent so foreign to the French that no citizen in Paris recognized the tongue. . . . I further discovered that these students had been so drilled in grammar that concern over subjunctive, conditional or whatever for the verb, gender for the noun, and proper preposition for the phrase made them unwilling to attempt to be vocal in French, except when English and pantomime failed to supply their needs.

One day . . . I overheard one of my daughters make a request of her waiter. She is a thrifty girl, and thereby a great comfort to her mother, but her language accomplishment did not make a parent proud. She evidently wished to take with her what remained of a large bottle of Evian water she had ordered, but it was without a cork.

"Pouvez vous trouver pour moi, s'il vous plait," she asked in painstaking slowness and painfully American accent, "un—un—" Obviously she could not find the word for cork. She pointed to the top of the bottle. "Un chapeau pour cette bouteille là?" . . . Years of French had gone into the making of that sentence. . . .

... "I was in despair for at least three months, ready to give up and come home. (student studying abroad) I was used to reading, not hearing. Students from other countries were talking to one another, making friends,

exchanging ideas. No matter what country they came from they could all speak another language. All except me. I just sat dumb, until finally I began to catch on."

... Mrs. Roosevelt said on a radio program . . ., "I count perhaps my most valuable contribution to my work in the UN the happy fact that I speak French as well as I do English, and other languages passably. . . . If your listeners," she said, "could see the change of expression that comes over the face of a foreign delegate when I address him in his own language, they could not help sensing the enormous difference it would make in our international relations. . . ."

Proponents of foreign language teaching in the elementary schools are increasing in number. From a recent publication, *The Teaching of Foreign Languages in the Elementary School*, by Theodore Andersson of Yale University, published by D. C. Heath and Company, I have culled the following paragraphs which indicate very broadly how a program of instruction may be planned and integrated.

... I shall divide my ideal twelve-year course into four parts. The first extends from kindergarten or the first grade through the third, the second carries through the sixth, the third through the ninth, and the fourth through the twelfth.

Nearly everyone is agreed that the initial contact of the second language should be exclusively aural and oral. The pupils are provided with no texts though the teacher uses a prepared course of study, his own or one commonly used in other systems. The whole first year or first two years should be devoted to training the ear and vocal organs. For this purpose it is desirable that the children have contact with the language every day, if possible, but for short, fifteen-minute periods. The direct aural-oral method continues in the second and third grades, as it does throughout, but the pupils can be encouraged to keep notebooks in which to paste cutouts or draw objects or scenes which have been spoken of in class.



*In the fourth, fifth, and sixth grades the aural-oral emphasis continues of course, but the children will also be eager to read and write. This readiness should be satisfied by using the blackboards, notebooks, filmstrip or other projections, and even simple texts. Frequent contact with the language is still important and the period may be lengthened to twenty or thirty minutes. By the end of the sixth grade the sound patterns can be thoroughly mastered. The main points of grammar and usage will have become automatic through constant practice. And the written symbols will have been connected reasonably well with the sound patterns.*

*... By the end of the ninth grade the average pupil should be able to understand nontechnical language easily, speak correctly and fluently on general subjects, read simple prose with fair speed and nearly complete comprehension, and write easily and fairly correctly on general subjects. ...*

En fin . . . ab incunabilis!

JACOB A. ORNSTEIN

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#### FEELING LIKE A V.I.P. TODAY?

It has already been pointed out that ours must be one of the youngest cultures in the Universe. An analogy due to Sir James Jeans may help to emphasise this point. Take a penny, lay a postage stamp on it, and put both on top of Cleopatra's Needle. The column then represents the age of the world, the coin the whole period of Man's existence, and the stamp the length of time during which he has been slightly civilised.

—*The Exploration of Space*, by ARTHUR C. CLARKE

#### Chalk Dust

*Have you developed a teaching technique that you would like to share with your colleagues? You can share it by sending a brief description (150-250 words) to Irving Rosenblum, J.H.S. 162, Brooklyn 37.*

#### THE LESSON STARTS BEFORE THE BELL

A five minute warm-up drill in technical English is a helpful device for teacher and pupils in high school or junior high school. It gets the lesson started promptly with written work of value. It gives the teacher an opportunity to dispose of routines such as checking attendance, distributing materials and interviewing pupils.

With this method, much of the work required in technical English, often so deadly in full-period presentation, can be covered in time sometimes wasted before a lesson gets under way. The drills can be constructed to present new material, to review old, to diagnose class and individual weaknesses, to test readiness or to provide background or motivation for the main topic.

The drill is usually cast in the form of an objective test. For spelling, several forms of the word may be written and the student asked to select the correct one. Or the Regents methods may be used and the student asked to find an incorrectly spelled word among a group containing several words spelled correctly. For vocabulary, matching columns may be employed. In correct usage, the drill is usually confined to a pair of words often incorrectly interchanged (lie-lay) and the student asked to fill in the correct form. Correct pronunciation drills can also be presented in this manner.

The drill can similarly be used for remedial reading classes, particularly in the teaching of phonics. Such a drill might present words containing different sounds or blends to be grouped for rhyme or similar sound. Other uses of the device would develop quickly with the ingenious teacher who could build up a catalog of such drills appropriate for many purposes.

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## HIGH POINTS OF HUMOR

*A cartoon-of-the-month selection  
by J. I. Biegeleisen, Art Department,  
School of Industrial Art*



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## High Points

### THE HIGH SCHOOL G.O. REPRESENTATIVES ON A WEEKEND CONFERENCE

Eighty enthusiastic high school G.O. representatives, accompanied by members of the faculty, left New York City in two chartered buses to attend a weekend conference on the role of the student council in education for democracy. Their destination was the Hudson Guild Farm in Andover, N. J., fifty miles away, where a weekend of school business, folk dancing, food, recreation, and some sleep comprised most of the program. To most of the teenagers this was their first experience in group living away from home.

Dr. Harrison Thomas, Assistant Superintendent in the High School Division, and the National Self-Government Committee sponsored this experiment. This weekend conference was held in an effort to get an early start on the problems of student councils in the New York City schools.

**NEW FRAME OF REFERENCE.** The bus ride provided the first opportunity for the boys and girls to establish a feeling of comradeship. Group singing started as the bus edged its way into the Lincoln Tunnel and kept going until the approach to the farm. The destination was reached just as dusk was settling over the 600 acres of the Hudson Guild Farm. There was just enough time to go to the main house to get information regarding sleeping quarters before the six o'clock dinner bell.

Adolescents were stirring in a new frame of reference. Students were rooming with other students from different parts of the city, who to begin with had only this in common—that they were representatives sent by their school to find ways of improving their student organization. This was bond enough for most of them. There were other bonds established as the weekend wore on.

It was not long before the six o'clock supper bell rang, and the boys and girls hungrily made their way to the dining room. On arrival, they were told to sit wherever they wished. This provided another opportunity for intermingling.



The first few minutes were taken up with introductions and the usual amenities. Later, food had a quieting effect on the teenagers, but only temporarily.

**BUSINESS.** The faculty adviser in charge of the conference gently tapped on a cup to get the attention of the group. The first order of business was the consideration of a curfew. He suggested that a meeting be held in each cabin to decide on a reasonable curfew. The students were then to elect a house committee to enforce their decision. The faculty advisers would be on hand to give aid and comfort to the elected committee.

The second order of business was an orientation meeting, which was held soon after dinner in Rose Walter Cottage. From 7 until 8:30 P.M. plans for the weekend conference were discussed. Meeting times were set and topics for discussion were listed. Student representatives were permitted a choice of one of the five major topics, which were these.

1. How can the G.O. better serve the purposes for which it was organized?
2. What can the G.O. do to help prevent juvenile delinquency?
3. How can the G.O. further promote democratic practices in the school?
4. What can the G.O. do to further ethical and moral values?
5. What can the G.O. do to create wider interest in school functions?

Dr. Thomas in his opening remarks to the student body indicated that this conference was an experimental effort to get school representatives better acquainted with each other in order to improve the workings of the borough and city-wide councils. He expressed the hope that the conference would not end in resolutions to be carried out by other people, but rather a program of work which could be translated into action by the G.O. in their high schools. The success of the conference depended on whether there would be more active and responsible G.O.'s in the schools.

**SOCIAL ACTIVITY.** The rest of the evening was spent in square dancing. Although many of the boys and girls had never taken part in square dancing, every one of them did so before the eve-

ning was over. The variety of dances made it possible for almost everyone to meet everyone else, even if only for a dos-a-dos.

There were no wallflowers at this dance. The only difficulty was working out squares, since there were more boys than girls.

After almost two hours of dancing, the group was dispatched to their cottages. On the way down excited voices were heard discussing the curfew. This was to be decided before the night was over, and it was quite late to begin with.

At about 11:30 P.M. a meeting was held in each of the three cottages. This, no doubt, was the most unusual meeting anyone in the group had ever attended. Student leaders ran the discussions, which were gay and spirited. In spite of some madcappers, a curfew was agreed on and a house committee elected to supervise "lights out."

There was still time to visit and talk about the next day's conferences, as well as to chat with newly made acquaintances. The dance apparently had not made any one feel sleepy any sooner than was expected. One group was practising the steps in one of the dances learned that evening. In a corner of the main room, a chorus was being organized. Voices were reaching a higher and higher pitch as traffic through the rooms increased. At this point the House Committee requested that every one abide by the curfew, which was 1:00 A.M. With some gentle but persistent persuasion, the majority were ready for bed. Malingers who were afraid they were going to miss some excitement were finally convinced that tomorrow—that is, today—was another day. With the exception of one or two cases of insomnia, the house finally quieted down and became part of the night.

**DAY OF WORK AND PLAY.** The next day was a full and active one. Breakfast at 8 A.M. A borough and city council meeting at 9:15—recreation at 10:45—and lunch at 12:30. Discussion groups met at 1:30. At 3 a plan was presented for an all-year campsite for teen-agers. Recreation was renewed at 4:30. Dinner was at 6. Reports on the five discussion groups were made at 7:30. Social dancing was at 9, and a campfire was held at 10:30. Then to bed, everyone willing and ready.

The ability of these young men and women to get down to business quickly, reflected the seriousness with which they con-



sidered these discussions. Parliamentary procedure made it possible for the groups to run smoothly.

The Borough and City Councils discussed an agenda for the year. Previous meetings were evaluated in terms of the objectives of these councils. Worth-while projects for councils to undertake during the year were suggested. It was recommended that an executive committee meet in advance of borough meetings, in order to plan more effectively.

A number of school problems were considered, such as the lunchroom, double sessions and their effect on athletics, how the G.O. can better coordinate the activities in the school, lengthening the homeroom period, censorship of school newspapers, and faculty cooperation.

Further discussion stressed the advisory nature of the student council, the benefits of a student court, and the citizenship values of community service. One student summarized the purpose of this convention by stating, "We all want to do a good job. The question is how to do it." It was the "how" that was given great consideration at these meetings.

**MAJOR PROBLEM STUDIED.** The discussion groups grappled with five major problems suggested by the city G.O. council. These were problems for which all representatives wanted intelligent and constructive answers, and a consensus was reached on many items.

Elections needed to be improved. The selection of candidates, campaigning, and balloting needed a "new look." It was felt that popularity should not play the major role in selecting candidates. Ability was considered most important. Our recommendation was that candidates take a test on civic and school affairs in order to be eligible to run for office. Election promises should be made only if they could be carried out.

There were many suggestions to promote democratic practices in the schools. One was that G.O. Council meetings be open to all students at least once a month. Another was that the council should conduct a referendum on important issues. It was recommended that a suggestion box for G.O. be placed on each floor. Representatives of all classes should have "get-togethers" for

informal discussions once a month. Each grade council should select a term project of benefit to the school. Projects dealing with community betterment should become part of the scope of the G.O.

A number of recommendations in regard to the problem of vandalism were offered. Some felt that parents should pay for the damage. Others believed that students should pay for damage by working it off. The need for more psychologists and psychiatrists was mentioned. Getting students interested in extracurricular activities was one suggestion for helping those who occasionally got into difficulty.

In order to overcome the recent unfavorable publicity about the schools, it was stressed that ways should be found to publicize worth-while school activities. In addition to the local press, the P.T.A. bulletin was given as another medium for this. Respectful behavior outside of school, many felt, was a major way of winning a critical public.

Support for student activities was reported as falling off in many schools. This was due, for the most part, to the competition from other activities in the community. Local dances and television were competing for students' time. One student aptly summed up the problem by stating, "The public has been spoiled by the many distractions like movies and TV; the schools should not be blamed for the lack of school spirit." Improved publicity techniques, it was said, could develop more interest in some school affairs. One school reported on a Can-Can Dance, which was publicized well in advance. What Can-Can was, was kept a secret until the week of the affair. Students were then told that a can of food would be the ticket of admittance. The collection was being made for a worth-while charity.

Moral and spiritual values should be stressed more in the schools, one panel decided. Learning to be a useful citizen in a democratic society is a basic part of these values. Although people may differ, there are common moral and spiritual values whose purpose is respect for the dignity of the individual. It was felt that a code of behavior drafted by students would be meaningful and useful. Working with community agencies and settlement houses would help to promote these values. A resolution was



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passed, recommending that a course be given to promote moral and spiritual values.

**FINALE.** The discussions, which took most of the day, would have tired out most groups, but the country air dissipated fatigue rapidly. Getting ready for dinner and the social dancing rejuvenated the boys and girls. After ninety minutes of dancing, without much rest, the group then left for the campfire, which was blazing away down the road in the Indian Village. A committee of boys and girls had planned a program of songs, stories, and dramatizations. Cheers for the entertainers indicated high Hooper ratings for all who participated. After the last note floated out into the darkness, an announcement was made that hot chocolate was being served in the dining room. In less than two minutes the campfire was deserted.

After refreshments a hearty good-night was offered by the faculty adviser and was reluctantly echoed by the still exuberant teen-agers. Soon the dining room emptied as every one started for what was the second and last night out. It took a little longer for these young people to settle down than it had the night before. When the last eye was shut nobody knows, but it was later than usual.

After breakfast the next morning, religious services were held. The final assembly meeting was conducted outdoors to tie up all the loose ends of the conference. The value of the weekend conference and youths' responsibilities were discussed. It was agreed that the values of such a conference were many. The experience in living together, even though for a very limited time, was an enriching experience, it was felt. The growth of feeling of their responsibility as leaders in their schools was a significant fact to the group. The knowledge that schools from different parts of the city had similar problems gave them a better frame of reference. The undiminished interest in dealing with the problems they had come to the conference to solve, proved the worthwhileness of this experience.

At last the buses were ready to take the eighty G.O. representatives back to the original points of departure. So much had happened in so short a time. It was all over now, except for carrying back to the schools reports and recommendations of the confer-

## TEACHING SHORTHAND

ence. After hearty farewells everyone settled back in his seat as the buses faced home.

Bits of conversation threaded their way through the bus, embodying the final comments of these young people: "I have a million ideas to think about." "This is my first experience living away from home with a group. It was wonderful!" "This woke me up to my responsibility." "I did not expect that things would go so well." "A great deal was accomplished." "I was amazed at what other schools are doing." "Our school is not as good, and other schools are not as bad as I first thought."

ALEX H. LAZES\*

## BASIC PRESENTATIONS OF NEW THEORY IN THE TEACHING OF GREGG SHORTHAND SIMPLIFIED

Beginning teachers of Gregg Shorthand Simplified in those high schools where formal presentation of subject matter is preferred are often confronted with the problem of how to make this presentation interesting and effective. This situation is probably the result of an indefinite idea as to the relationship between presentation, which involves the use of specific methods in achieving the result sought, and motivation. Fundamentally, motivation is the device used to excite and maintain the pupils' interest throughout the learning process. It should accompany every phase of the lesson—presentation, drill, application, etc.—even though it may take on a different form in each instance.

Because motivation is of prime importance in all teaching at the secondary level, it is essential that beginning stenography teachers should take particular cognizance of those elements of motivation that are inherent in certain methods of presentation, especially those which demand the active participation of pupils and teachers, and should capitalize on them in order to stir up pupil interest and attention. Other motivations, both extrinsic and intrinsic, which play an important part in learning, such as the posting of honor rolls and well-written work, as well as personal

\* Administrative Director, School Civic Clubs.



aims and drives, are not to be minimized. Concomitant use should be made of them so that their values will not be lost.

**THREE METHODS.** There are at least three basic methods of presentation (and variations of them) which may be used with a high degree of success from the point of view of motivation. These are:

### 1. THE DIRECT APPROACH

This is used primarily for the teaching of brief forms. It involves the writing of the brief forms on the board. After writing the first one, the teacher tells the pupils what it stands for. The pupils call out the brief form at least three times as the teacher points. The teacher writes another brief form and tells the class what it stands for; the new brief form is read three times as the teacher points at it three times, and the previous one is read once as the teacher points at it. Reading, and teaching, and drill progress in this fashion until all the new brief forms are on the board. Then, concert reading is done at random, and rapidly, and is succeeded by individual readings. This is followed by a drill in which the pupils write the brief forms to the teacher's dictation. During the course of this drill the teacher checks the pupils' writing of outlines and instructs the pupils to say the outline each time they write it, and to write it as many times as they can until they hear the next word. This presentation and accompanying drill take approximately ten minutes. The success of this method of presentation depends on the speed and intensity of response and enthusiasm the teacher is able to elicit.

### 2. THE SENTENCE APPROACH (OR, WHO WILL BE PRIVATE EYE NO. 1 AND SOLVE THE MYSTERY OF THE NEW OUTLINE?)

This may take any one of several forms.

a. The entire sentence is written on the board in shorthand. All the outlines will be familiar ones with the exception of the one introducing the new principle. If possible, the new outline should come at the end of the sentence. The context may also be such as to make it easy to guess the new word.

b. The sentence is written in longhand with the new outline alone written in shorthand.

### TEACHING SHORTHAND

c. As the pupils listen, the sentence is recited by the teacher, and the new outline alone is written on the board in shorthand.

After the outline is identified, the new principle is elicited. Drill and application follow.

### 3. THE SOUND APPROACH

This requires the reciting by the teacher of three or more words with the same new sound. The words should express the principle to be taught as exemplified with different strokes and symbols. As an example, for the "ng" sound, the selection could be *ring*, *sang*, *song*. The teacher may exaggerate the "ng" sound by stretching it. Pupils are asked for the common sound, and they are shown how the sound is expressed in writing the outline. The new principle is then elicited. Drill and application follow.

There is a spelling approach that is very similar to this sound approach. The teacher asks the class to write the words selected in longhand in their notebooks. A selection might be: *brother*, *either*, *bother*. Then the teacher calls on individuals to say each word and spell it in longhand. She writes each word on the board in longhand as it is spelled and then states, "Watch me write the shorthand outline." After the three words have been written in longhand and shorthand, she elicits that the sound "ther" is written with the "ith" stroke and that both left and right "ith" may be used depending on ease of joining.

Some teachers prefer to write only the shorthand outline on the board as the pupil spells the word. Others like to use the longhand on the board because it acts as a check on spelling and makes a stronger visual impression, in which case the identical longhand elements in a series of words may be underscored. In either case, eliciting of the new principle is followed by drill and application.

This approach may also be used to teach the short, middle, and long sounds of vowels such as heard in the words *stock*, *call*, and *load*. After the teacher writes the shorthand outlines on the board, it is easy to elicit from the pupils that the three sounds of "o" are written with the "o" hook.

After the initial presentation and drill in methods 2 and 3, an opportunity may be provided for the pupils to initiate several outlines in accordance with the new principles, or a short test



may be given to test the understanding and retention. Either of these devices, if properly conducted, bolsters and retains the enthusiasm and interest elicited by the original presentation.

**MAKING A GAME OF LEARNING.** Use of the above presentations will challenge the attention of pupils and keep them interested and alert. They make a game of learning because of their appeal to the imagination and their stimulation of the thinking process. If the presentation is made vivid enough, the interest should carry over to the subsequent drill and application. No one presentation is limited to a particular principle of theory although one method may be more successful than another or more desirable in a particular instance. The teacher should use all three methods to vary presentation within any one lesson and from day to day.

JAMES J. FORTE

William H. Maxwell V.H.S.

#### AN ACTIVITY FOR CITIZENSHIP TRAINING

In drawing up the term program for the assembly periods, the faculty committee at George Westinghouse Vocational High School thought it wise to devote two sessions to the national election issues. The presentation of a debate on the election issues a week before Election Day aroused intense interest among the students. The preparation of this discussion was a matter of many weeks of enthusiastic student activities, tapping many skills in language arts and initiating many new social experiences for the individual students involved.

The results of the debate were gratifying. Many students in the audience asked this startling question about one of the debaters. "Is Taylor a student here?"

**START IN THE CLASSROOM.** The class which prepared this election program was a group of fifth-term students. It was not a simple matter to convince these students of the value of platform speaking.

In the early sessions of the class in English the boys were grouped into five committees to carry out certain desired projects.

#### ACTIVITY FOR CITIZENSHIP

These five committees were to organize activities on the basis of their interest in dramatics, sports, hobbies, the class newspaper, or debating. The chairman of each committee reported on the plans of his group and received suggestions on possible procedures and methods. The library became an annex of the classroom for most of the committees. However, the committees suspended their plans for their culminating activities when the debating committee asked for assistance in preparing their work on the election campaign.

**RESEARCH.** The debating committee, consisting originally of three students, was increased to ten after a preliminary debate convinced the students that they were "long" on opinions and "short" on facts to support their contentions. The class entered into the spirit of the work by contributing newspaper articles, visiting neighborhood political clubs for election materials, searching the library files for sources of information, consulting their parents for election experiences, and doing the precise work to glean facts from political speeches.

The political clubs yielded little in the way of facts to support either side on the question "Resolved: That the Republican Party has the better program for the future of our state and nation." Our boys brought picture posters of the candidates, short slogan-bearing brochures, election buttons, armbands, stickers, and short biographies of the candidates. All this was of help in preparing an outline of the talks. The substance of the debate was lacking—facts and figures. A visit to the Grand Army Plaza Branch of the Brooklyn Public Library produced nothing of value. The library had files of newspaper clippings less complete than those already gathered by our class assistants. If the committee had had the skill to analyze the articles to be found in the Democratic Digest, the team on one side of the debate could have prepared with confidence. But the student who looked through the one copy on the shelves at the Central Brooklyn Library came away convinced that it was a job for a political expert. A telephone call to a disinterested group, The League of Women Voters, brought the realization that this organization was uninterested in swaying the voters in any direction but toward the polls. They had no information on either political party. The Citizens' Union had not yet issued its voluminous personal record of each candidate.



It became the job of the committee, and the class, to scan the newspapers for election articles and to analyze these items for facts and opinion. The participants in the debate carried fluttering files of news articles culled from every daily in the city. In preparing their briefs, they read and reread these items until the headlines told their stories without further reading. Each article carried its own underlined points to be so used that a glance could recall their facts.

During this long period (three weeks) of research the class came across a copy of the Congressional Record containing an "Extension of the Remarks of Hon. Francis E. Dorn of New York in the H. of R.—Friday, August 20, 1954." It proved to be a valuable source of information for the Republican side. One of the debaters suggested writing to the House of Representatives for all the proceedings of the House of Representatives. He was convinced of the inadvisable nature of his project only after trying to read the four closely printed pages of the "Remarks" and comparing them to one day's proceedings of the Congress. A thorough examination of these "extended remarks" taught the youngsters one reason for labeling them "extended."

**PUBLIC-SPEAKING ASPECTS.** With the research little more than half completed, the boys began to worry about methods of presentation, evincing special concern about opening remarks and the correct way of addressing the students and faculty. The lesson on the debating brief was closely studied by all students. The issues selected for debate were divided into federal and state categories, with each speaker selecting his own points. Some time was spent with each student in solving individual difficulties.

The first class rehearsal disclosed weaknesses in preparation which were pinpointed by the non-debaters. Delivery, logic, and summary each came in for a share of constructive criticism. As the day for the presentation drew close, the debaters no longer regarded their tasks as merely audience entertainment. The heat of the election campaign fired them with fervor for their particular cause. They sought to conceal what they considered their more telling arguments. Their friends, in their absence, listened carefully for points to be secretly conveyed to the debaters. There was vociferous protest by the neutrals. Cries of "dirty politics" were

## ACTIVITY FOR CITIZENSHIP

humorously banded. Later the humor was replaced to some extent by scorn at the short-sightedness of those who refused to recognize the value of every argument advanced. However, respect for one another's ideas was evident in the close attention paid to the most offhand remark of any debater.

On the day of the debate the auditorium was suitably decorated with election posters and student-drawn cartoons representing the donkey and elephant properly labeled. After the debate, which was given respectful attention throughout, there came questions from the audience. It became obvious that we had underestimated our student body. The boys revealed an interest and understanding easily the equal of those of adults. Those whose comprehension of the issues was limited profited from the exchange of opinion between the audience and the debaters. Truly, the excitement was contagious. Applause brought whispered "What did he say? What did he say?" from those who might not have heard every word. One of the boys handled his side of the debate so effectively that the audience burst into a spontaneous demonstration every time a question was directed to him. At the close of the program, which was signaled by the bell, not by any foreseeable exhaustion of audience comments and questions, the students were advised to continue the discussion in their social studies classes in preparation for a mock election the following day (October 28th). Our platform speakers had developed such pride in their forensic abilities that a few of them requested permission to travel from room to room to present unrevealed arguments.

**SCHOOL RESPONSE.** The next morning our students were given blanks on which to write the name of the political party for which they would have voted if they had the vote. Almost 75% of the student body took part in this activity.

The final vote showed a surprising similarity between the Brooklyn vote on election day and our student ballot. The tally showed 669 votes for the Democrats and 311 votes for the Republicans. There was a scattering of votes for other parties. The electorate cast 66% of their votes on the Democratic line on November 3rd in Brooklyn. At George Westinghouse Vocational High School the percentage was 68.2%.



The debaters returned to class with an aroused curiosity about the contents of newspapers. The singular success of one of the committees has inspired the others to emulate their work. An interesting sidelight of this class activity was the change in political sentiment resulting from the work done. Before the debate the students divided 24 to 3 for the Republican Party. After the completion of research and presentation, the class voted 16 to 11 for the Republicans.

There is little doubt that this debate has given a lift to school morale and taught our boys a wholesome lesson in citizenship which we hope will be remembered on each succeeding election day.

ISIDORE N. LEVINE

George Westinghouse V.H.S.

#### THE DERIVATION OF THE EDUCATIONAL FIELD THEORY FOR KG-12

Is there a formula which would encompass the "whole" child and not merely the protoplasmic blurb between the ages of 6 and 12? Originally one of the major objectives of the elementary school was the inculcation of the basic learnings, reading, 'riting, and 'rithmetic or the 3R's. It would seem that our original curriculum makers were not proficient in spelling because if they had been, the 3R's would have been written as RWA or better still as a mnemonic, RAW. Today, if for reading and writing we substitute language arts (L), the basic learnings become LA. No one would veto the need for including citizenship. If this is added the formula becomes LAC, which immediately suggests that an important element has been omitted. Much research is not required to perceive that the lacking ingredient is science. The elementary program is then placed on a firm basis by adding the letter S as LACS, SLAC, or CLAS. This skeleton dressed in appropriate activities\* could serve as the core program for our educational system from Kg to Grade 12. Perhaps we could benefit by changing A to M because present-day needs require facility with many areas of mathematics which are not found in arithmetic alone.

\* All additional areas of learning can easily fit into the course in citizenship.

#### EDUCATIONAL FIELD THEORY

The 3R's have now become LMCS, and it is quite astonishing how we can thereby keep abreast of our newest concepts in curriculum design (CD). It is necessary only to keep in mind that LMCS has to be considered against a frame of reference of pupil growth (PG) in order to evolve the Educational Field Theory in one formulation,  $CD = LMCS/PG$ . Q.E.D.

SAMUEL SCHENBERG\*\*

\*\* Supervisor of Science.

#### BRINGING HOME A POINT TO THE BACONIANS?

In the January 15 issue of the *Harvard Alumni Bulletin*, R.C. Marsh, class of '51, now a post-graduate student at Cambridge, writes:

"Surely it is clear that (George Bernard) Shaw, that Irish adventurer, that unsuccessful popular novelist living in London on the proceeds of hack journalism, that irregular synthesis of an amateur mezzo-soprano and a day-dreaming wholesale corn merchant, lacking even the qualification of education at one of the provincial universities, could never have composed the lines of 'Saint Joan' and 'Pygmalion'."

"What evidence have we for this, save that they were published in his name and that, clever fraud that he was, he was able to hoodwink people of judgment into regarding them as his work? Who then is the personage shielded by this pretentious pixie? Is not the clue found in Shaw's aversion to his own solid Christian name?"

"The plays of George Bernard Shaw were written by George, Prince of Wales, later King George V. Does this not explain the decline of the powers of this 'Shaw' after the death of that worthy monarch in 1936? Undoubtedly all efforts will be made to preserve this deep and well-kept secret, but Harvard scholarship can fetch it out of the murk. I call upon Howard Mumford Jones to set himself to it with no further delay."



The whole-word method does not preclude some teaching of phonics as auxiliary aids. That's the trouble, says Flesch. Whatever phonics teaching is done is incidental. The bright child after a while does figure out phonics for himself. The child with conscientious parents does get some phonics training when they (probably phonics trained themselves) give him some reading help. But the vast majority of children are stuck with guessing as a substitute for knowing.

America leads the world in its adherence to the whole-word method. Alas, says Flesch, that's true. Remedial-reading problems as we know them are almost wholly unknown in Europe, where the phonics method is used almost exclusively.

English is a welter of confusion because it is "notoriously unphonetic." Nonsense, says Flesch. English doesn't have the glorious consistency of Spanish, but it has enough consistency to merit treatment by phonetic method. We have probably 44 sounds with only 26 letters (and three of them unnecessary). These do not present insurmountable difficulties. The difficulties they present are tiny compared with the difficulties inhered in the whole-word method.

Children must not be taught until they are ready. Readiness, says Flesch, is one of the biggest frauds in our educational system. He says he has been unable to find a definition of it. The average six-year-old child is ready for phonics. As a matter of fact, he's eager to unravel this great mystery, the meaning concealed in symbols. This interest is killed by repetition that doesn't provide the key to the secret.

The whole-word method works. Our students read better than ever. Rubbish, says Flesch. He describes a study comparing reading abilities in Raleigh, North Carolina (a whole-word school system) with results in neighboring Durham (a phonics system). The tables he publishes give conclusive results in favor of the phonics-trained students.

The whole-word method has a sound experimental basis. Not true, says Flesch. Experimentation is meager, almost nonexistent. As a matter of fact, practically all the studies ever made have favored the phonics method.

But there are two sound, pioneering experiments favoring the whole-word method. I don't agree, says Flesch. The two studies are wholly inconclusive.

One of the studies, with adult readers already familiar with words by phonics training, he throws out. As a matter of fact he says, "The real reason for the horrible fiasco of the word method is that it looks at a child as if it were a small-size adult. So the child is forced, by hook or crook, to grasp words as wholes like an experienced grown-up reader, to read silently without moving his lips, to act as if it were a shame to play with words and letters and sounds. To an adult, the ABC is something childish; so the child is taught to refrain from such childish habits and to concentrate on reading as 'thought-getting.'" But children love to unlock the mysteries of ABC and understand wholly new words.

The second study is not much better, Flesch contends. He feels the experimental group was better taught, because of the nature of the incen-

## BOOKS

He considers the whole-word students better able, in a timed experiment, to hit words by scatter-shot guessing. Phonics-trained students, he says, may get eight out of eight right, while the whole-word students may average ten out of twenty. Fifty per cent is a poor average, though.

These are, in sketchy form, the main contentions made in the book. He has much supporting detail. He describes visits to two schools still using the phonics method and contrasts their work with that done in schools using the whole-word method. He found students in the former schools far ahead.

In the course of the book he takes a healthy poke at trying to teach spelling by unphonetic methods, at the average graded readers of today, at quick-reading courses, at reading machines which increase guessing and poor reading. (You must have the basis in phonics, he contends, before you can let your eye sweep rapidly across the page.)

In short, he recommends a return to basic premises, training in phonics. He claims, in fact,

1. If you teach reading with phonics (regardless of the particular method used), student achievement in all subjects will be, on the average, one grade higher than the national norm.
2. If you teach reading with phonics, you will have no cases of "non-readers."
3. If you teach reading with phonics, you will produce students with a habit of wide reading.

Well, what can we make of all this? Have we, as Flesch insists, been impressed by the emperor's new clothes in reading, not realizing that there is nothing to it?

If Flesch is right, we have made a grave error in teaching our first graders—but is he right? Have we discarded phonics training to the degree he suggests? How much phonics teaching is done now. I have spoken to teachers who insist that phonics training is provided. One of the books in the series he bitterly attacks does say, "The child must learn to use phonetic analysis as a method of word attack." It mentioned these three steps in the program for developing power in phonetic analysis: training in auditory perception, visual-auditory perception, and the substitution of one phonetic element for another. This does not seem like abandonment of phonics, though it is used in conjunction with the whole-word method. Flesch insists this argument is quibbling.

If Flesch is correct about the paucity of experimental data in favor of the whole-word method, we ought to take a long, thoughtful look at our whole reading program. HIGH POINTS is vitally interested in this all-encompassing problem of reading. We'd like to hear from others who have had firsthand experience with either method and have sound convictions on the subject. If Flesch is wrong, he should be answered. If experimentation has indeed been so sparse, then perhaps New York City is an ideal place to test the two methods side by side, experimentally, under controlled conditions. Our reading problems seem to suggest just such a step.



What of the high schools? Flesch's book is directed almost exclusively at the problems of beginning to read. Can we utilize more extensively the principles of phonics in teaching our poor readers? Can we devise practical group techniques to help close that ever-growing gap between competent and poor readers? What methods are best for classes large as ours? The subject needs more attention—and soon.

The book itself is written in a breezy style that sweeps the reader along. Like his previous books it is readable and, at times, exasperating. Flesch makes his points in dynamic, staccato fashion, but he never seems troubled by doubts even in so complicated a subject as reading. The phonics method is set up as a *certain cure* for reading ills. Many of the problems seem, at least to me, oversimplified. Some of his sweeping generalizations made me ask, "How does he know? How can he be so sure?" After all, too many *phonics-trained* adults have forgotten the joys of reading as they sit mesmerized before the television screen. He forgets that even in the heyday of the phonics method, teachers had reading problems galore. Students who could not read eventually dropped by the wayside, never to march into the high schools to compound their reading difficulties under new pressures.

There are, alas, other problems in reading disability—the clamor of mass entertainment media, overcrowded classes that make individualized attention an impossibility, insufficient funds to provide the kind of program we'd like. Flesch plays down, too, the personal and psychological problems in reading, since these supposedly disappear when phonics training is provided. He spends little time on the semantic problems of reading, the importance of providing a rich experience for prospective readers, so that they'll have referents for their newly discovered words. Reading is a highly complex skill—more than pronouncing, though Flesch makes a good case for the close relationship between pronouncing and understanding.

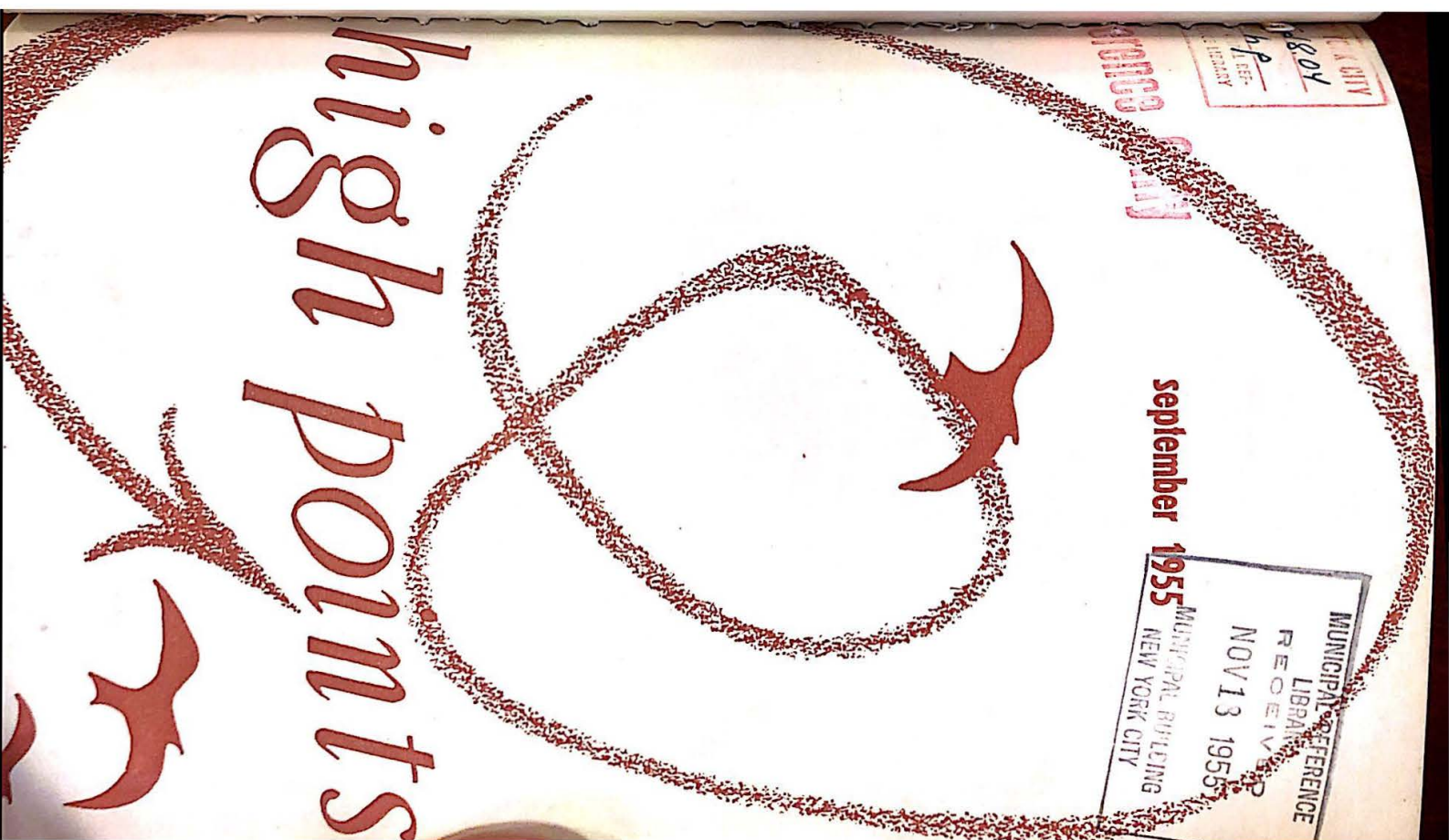
Yet with all the sweeping assertions and generalizations, this book is worth reading. It is a heady stimulant and a challenge. It is exciting, iconoclastic, unafraid. It minces no words, hedges no assertions in pedagogical jargon. The reader knows exactly what Flesch means, though the reader may sometimes question. The book should encourage healthy reappraisals and further experimentation.

The subtitle, "And What You Can Do About It," is clearly aimed at parents. He flies in the face of current advice to let the schools introduce reading. Flesch suggests that parents set to work teaching their five-year-olds how to read phonically. He recommends several books and provides drill material at the end of this volume. He refuses to believe that reading is a specialist's job. As I have already said, this is a book that takes a strong position and follows the thesis to its conclusion!

HENRY I. CHRIST

Andrew Jackson High School







# HIGH POINTS

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Because of the length of the initial article on Guidance Practices in New York City Schools, many of the articles scheduled for publication in September HIGH POINTS have been held over for publication in the October or November issue.



## SPECIAL NOTICE

The lead article is the fourth in a series which began in the April 1955 issue of HIGH POINTS. The entire series will include ten articles which have resulted from a project undertaken by the High School Principals Association at the suggestion of Assistant Superintendent William A. Hamm.

The purpose of the project is to report for serial publication in HIGH POINTS the curriculum practices of the academic high schools. Later it is planned to distribute the series as a special bulletin which will acquaint the entire professional staff of the school system with the current practices in the academic high schools as well as provide information to the general public.

The entire project was developed by a Steering Committee appointed by the High School Principals Association, consisting of Dr. Jacob L. Bernstein, Mr. Abraham Lass, Mr. Max Neufeld, Mr. Leo Weitz, Dr. William H. Bristow, Assistant Superintendent William A. Hamm, Miss Renee J. Fulton, secretary, and Dr. Morris Meister, chairman.

The contents of HIGH POINTS are indexed in THE EDUCATION INDEX, which is on file in libraries.

## Guidance Practices in Academic High Schools\*

As Superintendent Hamm has stated in the general introduction to this series of surveys, *"the task of welcoming all the children—regardless of intellectual capacity, social standing, race, wealth or poverty—and of teaching them all—inspiring the genius and preparing the physically handicapped, the emotionally disturbed, the bright, the average, and the most backward to earn a living and function effectively as citizens"* comes to the high schools at a most critical phase in the development of these children—their adolescence. The stresses and strains of this period of growth are often aggravated by the change to an unfamiliar school environment and organization and the complexities of finding one's place there among thousands of fellow students, of accepting increased responsibility for one's progress and behavior, and of preparing wisely for one's future in an adult community.

To welcome and to teach these pupils crowding at our doors would be almost impossible for the faculties of the academic high schools without a consistent philosophy of guidance and the appropriate use of practical techniques of guidance. Only thus can we hope to identify the needs and abilities of each individual child among the thousands of pupils enrolled in our schools.

Guidance concerns itself with the worth of the individual and his right to the education and training that will enable him to realize his potentialities as a worthy person. In the words of *Education for All American Youth*:

*"Guidance is not a mechanical process—rather it is the high art of helping boys and girls to plan their own actions wisely, in the full light of all the facts that can be mustered about themselves and about the world in which they will live and work."*

The Regents' Citizens Council, in a pamphlet entitled *Improving Guidance Service in the High Schools*, defines guidance as *"a service to pupils and their parents of an informational and counseling nature."* To borrow a homely phrase, it is essentially a service which will result in placing more round pegs in round holes. In

\*A report of the Committee on Guidance Practices in the Academic High Schools—Irrving Anker, Long Island City H.S.; William A. Clark, John Adams H.S.; Gertrude Farley, Forest Hills H.S.; Dorothy Nevins, Far Rockaway H.S.; Monica D. Ryan, Chairman, Far Rockaway H.S.



this effort, the high school endeavors to think of the pupil in every aspect of his personality and growth.

**BASIC CONSIDERATIONS.** Guidance practices in the academic high schools stem from this philosophy and this definition of guidance. Some of the guidance practices are centered in the high school principal's office—with the principal's selection of the duties of teacher-counsellor of those teachers possessed of the personal qualities and attributes which contribute to a proper relationship between teacher and pupil. Since guidance is not a mechanical process, but involves personalities and human relationships, it is of the greatest importance that the teacher-adviser be a successful teacher, one who likes boys and girls, who respects their potentialities and helps their realization through a wise choice of the school's offerings, who has a sense of humor, a sense of proportion, and great patience with the foibles of the young. In addition, teachers chosen for guidance should be trained in those guidance techniques that will facilitate and insure the success of their counselling.

In choosing the coordinator of guidance activities, the principal is called upon to select the person within the school who, in his judgment, is best suited, on the basis of personal qualities and professional training in the field of guidance, to coordinate all activities of guidance, and to work harmoniously with the principal, fellow members of the faculty, parents, and community. These selections cannot be disassociated from teaching experience and experience in the individual high school, since all guidance starts in the classroom and with the relationship between the teacher and pupil which is established there.

**FORMS OF GUIDANCE ORGANIZATION.** It is the policy in some schools to rotate these counselling assignments in order to have as many teachers as possible aware of the total problem and the total school situation. Through this means it is hoped that the spirit of guidance, as well as its effective practice, will permeate the school in recitation classes, and in homeroom groups, as well as in individual counselling. In other schools the teachers assigned to guidance form a permanent counselling staff, with the counselling assignments rotated, but not the personnel. In general, the teachers assigned to guidance devote part of their day to teaching in their subject field, and part to counselling a given number of

students, usually from two hundred and fifty to seven hundred and fifty.

In a common type of guidance organization in the high schools, one or more teacher-counsellors are assigned to a class as it enters high school, and guide the members of that particular class through their four years to graduation, being responsible for the correct programs of each individual in the class. When the class is graduated, the adviser is assigned to another entering class.

Another method makes the teacher-counsellors responsible for a number of students from each of the four years of high school. The student continues with the same counsellor throughout his school course, but the counsellor is at all times counselling students from each year in high school.

The degree to which the homeroom or official teacher is responsible for student guidance and choice of subjects varies. In some schools the teacher-advisers or teacher-counsellors handle all student programming, whereas in others the homeroom teacher is directly responsible, with the counsellor assisting with and checking the work of the homeroom teacher. As nearly as possible, both stay with the students counselled through graduation.

**THE ROLE OF SPECIALISTS.** For all but a relatively small group of pupils, guidance must be entrusted to the teaching staff generally and to a corps of designated teacher-counsellors. For the limited number of extreme cases, there will be need of highly skilled professional personnel. In each high school there arise at times special problems in personal and social adjustment which call for the services of the psychiatrist, the physician, the diagnostician, the therapist, and the testing expert.

**PERSONAL AND SOCIAL GUIDANCE.** A development of the last twenty-five years has been the extensive work in personal and social guidance for students of high school age. Advisers find that problems in personal and social guidance need systematic planning through a group approach as well as through the individual conference. Group discussions of such problems are usually scheduled in curriculum areas: in hygiene, home economics, English, social studies, and the core curriculum classes. Such topics as *Exploring Your Personality*, *Guide to Good Grooming*, *What Is Honesty?*, *Growing Up Socially*, *Making and Keeping Friends*



may be developed from an initial showing of a film in assembly followed by discussion in class or stimulated by reading as an individual or committee assignment. The booklets published in the Life Adjustment Series are usually found in the school library in the Guidance Section.

These problems in social and personal guidance may be further emphasized in homeroom counselling meetings.

Although progress has been gratifying, the program for group discussion of social and personal problems is not yet completely satisfactory. The program for girls in some schools shows consistent development, but the program for boys is, on a city-wide basis, still largely in the planning stage.

**AREAS OF EFFECTIVE GUIDANCE.** Replies from a cross-section of academic high schools reveal that, despite certain deficiencies and unsolved problems, guidance in these schools functions most effectively in the following areas: articulation with previous schools and orientation within the new high school; educational and vocational planning; informing parents about the school's program and enlisting their support; winning the civic community to a program of joint action.

**GENERALLY ACCEPTED GUIDANCE PRACTICES** in the academic high schools involve:

1. Articulation with previous schools and orientation in the new high school
2. Use of group testing programs
3. Use of pupil's cumulative record
4. Assignment of pupils to normal or regular, enriched or modified school program, in terms of ability
5. Personal interviews with counsellor or dean at student's request or on referral by teacher
6. Conferences with failing students at regular intervals (at end of each marking period)
7. Consultation with parents when necessary
8. Educational and vocational planning on part of students under homeroom teachers or teacher-counsellors
9. Meetings of guidance staff, "round table" fashion.

## GUIDANCE PRACTICES

**GUIDANCE IN ACTION.** In the following pages, guidance practices, as reported by the high schools contributing to this survey, are seen "in action." Typical teacher-advisers in the course of a day and a term try to fit more "round pegs into round holes," to inform pupils and their parents of the educational and vocational opportunities offered them in and through the school. Emphasis is laid on guidance as it will affect the typical, rather than the atypical, boy or girl.

### Articulation and Orientation

*Marian is to graduate from junior high school and go to high school in September. Her teachers feel that she is competent and capable, that she works hard to do well. She gets on with the other children and is interested in them. She plans to become a nurse as soon as she is able to get a good basic preparation.*

*What will Marian need to know about her new high school and how can she possibly get all the training and information she will need?*

All schools plan for the progressive growth of a pupil from one school level to another so that the student is not upset by unusual or new conditions. It is important for the student to see at all times a definite goal pointing the way toward his future.

**THE NEW HIGH SCHOOL.** While Marian was still in junior high school, she was delighted to have a special visit to see the high school of her choice. Students who were members of Arista, the city-wide honor society in academic high schools, took her on a tour of the building, where she saw the new pool, the auditorium, and the library. She was astonished at the size of the cafeteria and was invited to stay for lunch. Before she left, she was given a brochure which told her of the courses the school offered and showed a plan of the building. She and her mother went over the courses very carefully. There were so many subjects that it was difficult to choose. Her teacher described some of the courses to her, but she was relieved when, a few days later, an adviser from the high school came to speak to her class and tell more about the school.

She decided that she would need the academic course and that



she would take as much science as possible. Later she would consult the adviser in high school and find out what other training she might need if she hoped to become a nurse.

*In the case of Marian, she knows something of what she hopes to be. Her teachers, who have her past record and know how she works, feel that she is able to carry out her plans.*

*What happens to Ted who doesn't know what he wants to be, or where he wants to go? He doesn't care too much about the future. His teachers aren't sure what Ted may be and neither is Ted. The present is much too pleasant from day to day.*

There are many Teds for whom first year programs at the academic high school have been carefully planned. Each school tries to start pupils in their new environment by stimulating interest in new areas of learning and new after-school activities.

Other high schools have found different techniques more suitable to their entering group. A postcard tells entering pupils when and where to report on the first day. A letter home, planned by the principal, greets the new students. A pamphlet, nicely illustrated, describes the offerings of the school and lists special features—"Speak Well! Be a Leader!" The English Department offers special training in discussion, managing meetings, dramatics, broadcasting, and public speaking. "Are you a Music Lover?" You can study instrumental music, choral practice, harmony, theory.

**PLANNING FOR A GOOD START.** At the high school many activities that neither Ted nor Marian know about are taking place to provide a new start for both. Counsellors and advisers are carefully studying the records they have received. Is Ted able to carry the same program in science that Marian is to receive? Would Ted do better in mechanical drawing or shop work?

As the high school advisers study records from elementary schools, they find information on what each student is able to do, how hard he has worked to keep with his grade, and what he does well. They find that one interested teacher has noted on the admission blank, "Ted likes people. He has been a good school guard and takes responsibility easily. He has made some very beautiful boats and airplanes." This tells the new adviser many things: that Ted is capable of working with his hands as well as

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his head; that he can carry a project through to a good completion; that he can work alone as well as with others.

At the high school Ted, with many of his friends, is programmed for shop as well as for science. A note is put on his plan card to assign him to the guard service, and soon Ted will be on his way to a new course with new fields to explore. As a school guard, he will soon feel a part of the school life. Finally, through group discussions in his homeroom he may gain both insight into his own possibilities and information about which courses to select for his own best development.

All new students must be assigned carefully to those classes in which they are likely to do well. Special classes are planned in many areas to take care of the bright, the gifted, or the slow. Where remedial help is needed, special programs may be set up. A special speech class may be planned for Jose, a remedial arithmetic class for Anna.

How, then, do our high schools try to help students find their way from one school to another?

1. By inter-school visits (a) to sending schools by advisers and selected students, (b) to new schools by student committees who report back to their classmates, by class groups, by teachers of graduating classes, or by counsellors.
2. By a careful study of the pupil's records followed by selected placement in classes to suit abilities, achievement, and interests.
3. By leaflets, brochures, and handbooks which describe special features of the school as well as the usual offerings.
4. By planned student committees and selected student groups that meet new students at assemblies and in homerooms, and that serve as guides and friendly advisers.

Each school has developed some plan to make each pupil become a part of the new school life as quickly as possible. This is the first real problem that our high schools must face, and all schools have faced it.

*Thus Marian starts her high school course. She is helped to make friends and urged to make her own decisions as soon as she can. But when will she know more about a good nursing school? Is she good enough to get in? These new girls around her seem so much better than she, smarter—and quicker—and surer.*



**THE PLANNED COURSE.** Her school assigns her to a course in orientation. She finds it is a course planned to help her learn more about herself. She wonders . . . What is she like? She is given a test which shows her some of her abilities in relation to others. She draws a "profile" of herself in her notebook.

Mathematical ability — very good  
Verbal ability — almost the very top  
Mechanical reasoning — fair

She looks at her friends. Joan's profile is not as high as hers is in verbal ability. What does that mean? She hears the teacher, *"If you are high in verbal ability, it means that you know words, you can use them easily. You could write for a newspaper or magazine. You might like to be an actor, copywriter, commentator, film editor, poet."* Marian wonders, *"Will they talk about nursing? Am I any good at the things nurses have to know?"* The teacher promises to continue other sections of the test another day. "Later", the teacher says, *"an interest test will help check on whether you are interested in the subjects you are able to do. The class will discuss the qualifications needed for each kind of job and what kind of person you need to be to do the kind of work that occupation requires."*

Later in the term, Marian's orientation course discusses "the kind of person you are," how to make friends, important phases of personal appearance and grooming, and even dating. The course has been planned to help all pupils know more about themselves, about work, and about occupations of which they have never heard—a course planned to help each student set his sights on his own future goal.

**MANY-SIDED APPROACH.** Ted's school, on the other hand, invites "key" people in to talk to pupils on special schools and jobs. There is a career conference every two weeks which he may attend by getting an admission card from the guidance office. Ted tries to go to most of the meetings which are planned for boys. He hears a speaker from the Aviation School tell of what their school expects the boys to know when they come to them. He tells of the courses in aviation and the kinds of work for which this training prepares the students. Ted begins to think about

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what he would like to do. He looks at the list of planned meetings:

Maritime Services  
Engineering  
Nursing  
Short Business Courses for the High School Graduate  
Wholesale Food Business  
Apprentice Training in Industry  
Applying for a Job

He looks forward to attending the next one. In homeroom, his teacher discusses other fields, talks of two-year and four-year colleges. She urges that pupils plan their courses carefully so that they may later enter the field they desire.

Thus, in various ways our high schools plan a program to start each student on the road to a successful and happy school life, one of the best ways to prevent early school dropouts. The program is planned to use *all of the school*, as the following summary will show:

## A LOOK AT EFFECTIVE PRACTICES:

1. Administrators' and Advisers' Planning:
  - a. Conferences about each child
  - b. Careful class selection and placement
  - c. Interviews with students on educational, vocational, personal problems
2. Teachers' Guidance:
  - a. They study each pupil for his interests and abilities and help him set his plans as soon as he can.
  - b. They let him know what is expected of him and what is offered.
  - c. They study his record, talk to other teachers who know him and understand him.
3. Class Activities:
  - a. Autobiographies and diaries are discussed and written—to be put into the student's folder for future use by the counsellor.
  - b. Planned courses outside the school to consider and evaluate opportunities.



4. Students' Planning:
  - a. Older students discuss personal problems with younger students in the homeroom.
  - b. Alumni return to talk of jobs and of how to approach an interview.
5. Resource Materials:
  - a. Handbooks, special brochures—*Charting Your Course, Information to New Students*.
  - b. Catalogues of library books, pamphlets on occupations, etc.

#### Program of Group Guidance

*Everything is so new and exciting to Marian, to Ted, to Joan. All this attention centered on them, planned for them, graded to suit their interests and abilities. Is it possible that all this planning to help them to get started effectively in their new school can continue for four years?*

Most schools have found that each student needs a great deal of individual attention. To meet this need, special advisers are required—grade advisers, college advisers, vocational advisers, as well as deans and homeroom teachers. Special tests, long conferences, personal problems, all require a counsellor's time with the individual. This time is scarce. However, many individual needs may be met through a series of planned group discussions.

**DEVELOPMENT THROUGH GROUP DISCUSSION.** In such sessions, conducted possibly in a lengthened homeroom period, or in classes that provide for guidance discussions, Marian finds she can learn from other students in the group. As they discuss their relations to their parents, she is happy to find that most have the same problems as she. She enjoys hearing how the group feels about many worries she thought were just her own problems. She learns a great deal from the exchange of ideas. One part of the group-guidance class leads a discussion on "what you are like." Marian fills out the questions on her self-appraisal sheet—

- Am I developing poise and a sense of responsibility?
- Do I work to my full capacity?
- Do I respect my neighbor's rights and so win respect for my own?

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She is astonished to learn that many of the assemblies that she has been enjoying have been planned by faculty-student committees organized to select what they feel will be interesting programs for all. Marian's friend says that she would like to "help run the school." She tells Marian of a school which has its own Student Court to help solve the problems of students who cannot seem to get on well with others. The Student Cabinet, made up of leaders from the General Organization, talks to the principal about procedures with which they may help. Right now, as a group, they are surveying the community for conditions which may be affecting any tendencies toward juvenile delinquency in their own school and have planned meetings to discuss the problems with parents and later with the school as a whole. This is real training for future leadership in the community.

**EDUCATIONAL AND VOCATIONAL DIRECTION.** Group guidance may take many forms. It may help the adviser plan the educational program, discuss the values of courses and the plan that is necessary to insure admission to college. It may bring together a group with similar problems, problems such as a need for study help, or for preparing for an interview for a job. It may consist of planned programs to introduce vocational information to large groups, using outside speakers, vocational advisers, interested teachers, former students.

The school must use all of its facilities and all its personnel—class teachers doing group work, homeroom teachers giving information in educational and vocational areas, as well as large group approaches such as panel discussions and forums in school assemblies and clubs. Grade programs and school assemblies reach all the students to band them together for the school as a community, the class as a unit, and the individual as a potential leader or an intelligent follower.

**TRAINING FOR LEADERSHIP.** Realizing the need for the better development of student leaders to carry on some phases of the group program, many high schools conduct planned "leader" programs—student forums, student leader groups in health education, and student planning committees. One school has even organized a weekend camp to attempt to develop real leadership.



using former student leaders to discuss best approaches to group action.

**CAREER NIGHT.** In his school, Ted is attracted to large posters announcing a Career Night:

"DO YOU WANT TO BE AN ENGINEER?"

"DO YOU HOPE TO STUDY MERCHANDISING?"

"CAN YOU BE TRAINED IN TWO YEARS FOR THE JOB YOU ARE PLANNING TO DO?"

"COME TO THE CAREER CONFERENCE AND GET ANSWERS TO ALL YOUR PROBLEMS!"

The Career Night is a form of group guidance planned to help both parents and students understand the various occupational requirements, possibilities for advancement, and salary potential in various fields. The night conferences are usually preceded by discussions with class groups who plan questions which they would like to have answered by an expert in the field. Through letters or preliminary interviews, student committees prepare the speakers ahead of time for the questions which the students are planning to ask so that they will stay close to the points of interest of both student and parent groups.

The meeting is discussed later in English or occupations classes and each job is analyzed for its special requirements. Such discussion is often followed by supervised trips to several industries and plants. Schools near an industrial area use this device as a part of their regular teaching and planning.

This Career Night type of meeting requires a great deal of preparation of the student body, and a well planned follow-up, or it becomes just another meeting with limited value.

*Ted took home from the meeting a booklet which tells of ways to get a job. He is especially interested in the headings:*

*Employers—What do they want to know?*

*How do you decide what to tell them?*

*a. What kind of personality do you have?*

*b. What services have you performed for the school?*

*c. What activities have you been engaged in outside of the classroom?*

*He wonders how he would rate.*

**COLLEGE NIGHT.** Most schools invite speakers to talk in group guidance meetings on two-year and four-year colleges, and colleges often ask for permission to speak to an interested or selected group of students. In order to present this information in a more concise manner, to permit the students to learn more about how to choose a college and what colleges have to offer them, many schools organize a College Night. This is planned in the same way as a Career Night. Speakers from various colleges speak to parents and students of the requirements, facilities, and life at the college. The value depends on the overview that the parent and student derive from hearing as many speakers as possible and varies with the effectiveness of the speakers who are sent to the school by the college.

This form of group guidance is spectacular and supplements the work of the college adviser, who except for a few group-guidance meetings for information of a general nature, must do his work on an individual advisory plane.

**HANDBOOKS—NEW AND DIFFERENT.** One of the most valuable approaches to group guidance that the academic high schools have developed over the years is the Guidance Handbook. In the last thirty years, the format of the handbook has gradually changed from concise statements of rules and regulations of the school, descriptions of courses and their requirements, and lists of who's who in the school, to instruments which set the whole tone of the school. Some depend on traditions for their main appeal to the present student, and some through a special greeting and description of the school are able to establish a morale and esprit de corps which are the envy of other schools.

One of the oldest high schools in the city, stressing the traditions of the school writes:

*"This guide will help all of us to catch the spirit of the old school, so rich in history and tradition. It is hoped that it will inspire every student to a greater degree for learning and growth and every member of the faculty to a greater effort to achieve the purpose for which the school was founded.*

*"This school shall stand for sound scholarship and for that character that shall be self-reliant and manly. The traditions*



*of the past shall be cherished and shall be an inspiration for the future."*

The handbooks give diagrams of the floor plan of the building for the entering student. Starting from this point, they very carefully present the school program, the school cheers, songs, and colors, and the tone of the school, since they expect each student to serve as a representative of the school in the home and in the community, as well as in the school itself.

One handbook states:

*"It is human when confronted with a job, to feel that you have two choices. The first is to think up six good reasons why it can't be done. The second and apparently less attractive choice is to do it . . . Be the man who does things! I commend for your consideration the motto of the Seabees—CAN DO."*

The books are filled with valuable information:

Hints on improving scholarship.

Are you a member of your class?

Planning your program.

Some of the schools have worked out special booklets for specific information. Several put out separate college brochures: *How to Choose a College, So You're Going to College*. Others combine vocational and college information, using a full double-page spread on the city colleges, their offerings and requirements, as well as notes on vocations: *"If you are good and are interested in science, these are the areas you might explore for further training."*

With all these areas of student direction and development carefully worked out in printed form so that all students may read them and use them, the academic high schools have a valuable tool for group guidance. The handbook may be used for a series of lessons on character and citizenship in the English class or the orientation class. They may be used as a device for stimulating discussion in the homeroom period. In addition, they are valuable in the home when both mother and father may look them over critically and come prepared to ask the teacher and adviser vital questions about fields with which they are not ordinarily familiar. Working with the school's handbook as a guide to the school life, each student and teacher can develop consistently a plan for the best advancement of all. Such booklets offer basic evidences of the attitudes and standards desired by the school.

Group work is one of the most important phases of the guidance program and is most effective when consistently planned for the best development of each student. Its basic reason for being is to supplement individual guidance, but in many high schools it has become such an important socializing tool that it has justified its own place in the school guidance program.

### The Work of Guidance Personnel

*There seem to be so many people to know about! Where does Marian go, she wonders, when she wants to look up more information on nursing schools? Who could tell her how much her salary will be as a nurse? And suppose her parents are worried about the cost of the nurse's training. Can she secure financial help?*

THE CLASS TEACHER. We have heard many times that every member of the high school staff is an unofficial guidance counsellor, and that an important person in the guidance field is the classroom teacher. We have heard this remark so much that we accept it without being fully aware how much the classroom teacher, both directly and indirectly, accomplishes without having the label of guidance attached to his work. Actually in a few minutes in class or at the beginning or end of a period, or in a brief interview in health service, a teacher can sometimes help a student to gain better understanding of himself and his place in the world than can a guidance counsellor in a long conference. Then, too, good teaching is itself a form of guidance.

There is need, however, for people to specialize in certain areas of guidance. The incoming freshmen from elementary schools or new entrants from a junior high school are given help by the person in charge of orientation. The pupil requiring assistance in selecting the college best suited to his needs can profit by the guidance of a counsellor who is an expert on college requirements, courses, and the special offerings of a particular college. The guidance program varies from high school to high school and is organized in many different ways, but in the academic high schools it is usually centered around a grade adviser or teacher-counsellor system with assisting special personnel.



**THE TEACHER-COUNSELLOR.** The grade adviser or counsellor is the chief officer for individual guidance. This adviser, one of several, whose day is assigned partly to teaching and partly to guidance, follows the progress of the student through high school. The advisers interview as many students as possible or desirable for the student's own best development. At the counsellor's fingertips must be information on each student for whom he is responsible.

**THE PURPOSE OF RECORDS.** It is necessary to collect as much data as possible in order to understand all sides of the young people he is to guide. In addition to the usual personal facts such as the name, address, and date of birth, he needs information on:

1. *Home and Community*

What is the socio-economic level of the family and of the neighborhood? Where are the parents from and does this affect their attitudes toward the child. What education is found in the home? Are they anxious to have the student complete school and go on to further training?

2. *Health history and physical status*

Has the child been very ill and perhaps become over-protected? Is she small for her age and therefore a bit out of place with the other students? Is she overweight and so conscious of it that she refuses to get dressed for gym with the other girls?

3. *School experiences and accomplishments*

Does he work well with others on group plans? Is he interested in music or art?

4. *Abilities and aptitudes*

Is he capable of doing what he has planned to do?  
Does he realize all the possibilities that are open to him?

Must he be the doctor his parents want him to be?

It is interesting to scan some of the records that are available for use by the counsellor.

1. *Profile Summary of Special Guidance—Stuyvesant*

The counsellors have guidance cards and guidance data forms which they include in the personal folder of each pupil referred

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to them. When they must see the students again, the folder contains all the information the counsellor has collected as well as some account of the last interview with the pupil.

2. *Profile—Guidance Data Form—Stuyvesant*

Available information is distributed to the teachers who need to know and to understand the pupil. This information helps the teacher present his lesson at the level of the pupil and to motivate at the level of the pupil interest. It helps the teacher to handle as effectively as possible any unusual cases.

3. *Card—Walton*

These, in addition to the usual records which form the permanent record of each student, facilitate the wide spread of guidance practices and understanding throughout the school. It has long been recognized that the parent is most apt to know his own child's need best. Special forms for referral for special treatment have been devised by one school to accept referral from parents for health care.

4. *Parent Health Form*

Recognizing the need for the parent to evaluate the progress of the pupil on character and personality as well as in grade achievement, many schools have begun to use new types of report cards which rate the pupil on cooperation and self-control. In addition, the card has space for special comments to indicate where the parent may help the student toward a better personal development.

5. *Report Card—Stuyvesant*

It is necessary for the counsellor to understand the social adjustments that may be taking place and the many activities that each child is interested in doing. He must know of the interests and plans of each student, his extracurricular and work experiences.

To collect this information is not an easy task. The counsellor must be able to interpret the records that come to him from other schools. He must get to know each student; he will hear the pupil tell of himself and when possible have the student write about his own plans and dreams. Many of the schools use completion questionnaires, have students write on such revealing topics as:

"If I had a million dollars I would....."

"If I had three wishes I....."



These are excellent aids in getting to know the student and in an interview, to get the pupil talking of his problems and plans.

**THE PURPOSE OF RECORDS.** The collecting of this information is necessary in order to know and understand all aspects of the personalities and the problems of the young people whom the teacher-counsellor is to advise. In addition to the usual personal facts such as *name, address, and date of birth*, the adviser needs pertinent information on *home and community, health history and physical status, school experiences and accomplishments, abilities, and aptitudes*. The recording of such varied information in permanent and easily accessible form saves the individual adviser's time and allows another member of the guidance staff who may be called into conference to learn the personal history of the student without delay.

Individual high schools have designed guidance record cards or charts best suited to their guidance needs. Scanning some of these record forms will reveal what the school using each regards as significant for its guidance services.

**THE USE OF RECORDS.** Each adviser has in his files a personal folder for each pupil, in which he keeps guidance data on the forms in use in his school. Available information is distributed by the adviser to those teachers of the pupil who need to know and to understand the pupil. Subject teachers given this information will be better able to present their lessons at the intellectual level of the pupil and to motivate at the level of pupil interest. The homeroom teacher is often able, with the help of this information, to handle effectively any unusual cases. One school keeps all information of a personal nature on a character-citizenship card. By these means the spread of guidance practices is facilitated, and understanding of the pupils as individuals is promoted throughout the school.

In many schools the type of report card sent home to parents is changing. In greater degree than ever before the schools recognize the need for parents to evaluate the progress of their sons and daughters in character and personality, as well as in scholastic achievement. The new type of report card now in use in many schools rates the pupil on cooperation and self-control. In addition,

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the card provides space for special comments to indicate where the parent may help the child toward a more wholesome development of character and personality.

**HOW INFORMATION IS COLLECTED.** Many techniques have been found helpful for this collection of information. Some advisers depend on student surveys and questionnaires so devised that many areas of the student's background, present plans, and occupational choices may be indicated. Other schools have diaries and autobiographies written as a part of the work of the English class and filed in the guidance folder for further analysis by the adviser. A special talk with the parents will often reveal a great deal that is important to understanding the child; talks with his classmates will disclose other important bits about how the student appears in his relation to them. It is the counsellor's job to watch for unusual changes in the student's marks and the apparent problems that these changes may represent. Informal contacts with teachers and reactions from other students supplement for the counsellor the data already on file. All this may be combined to form a complete case study of the student. Such a study is very valuable in obtaining a complete picture for future guidance. It often shows recurring patterns and points up strengths and weaknesses that should be worked with. Where there are many difficulties, the adviser has a number of aids at his fingertips:

aptitude tests	attitude scales
achievement tests	free association and projective techniques
general, reading, and arithmetic tests	rating scales
interest inventories	questionnaires on personality tests
vocational interests	
academic preferences	

Some high schools use all of these tests, but others have a limited amount of money to use for testing materials. All use the basic general intelligence test, reading and arithmetic achievement scores.

More important than the accumulation of information are, however, the correct and wise interpretation and the judicious application to the problem of the pupil being counselled.

By means of these aids the adviser plans, guides over rough



spots, helps develop as many facets of the personality of each student for whom he is responsible as he can. He is thus the center of individual guidance.

*While Marian's grade adviser had been able to help her with many of her problems, he did not feel that he was expert enough in vocational matters and part-time placement matters to advise Marian along these lines.*

**THE SPECIAL ADVISER.** Marian was sent by her adviser to speak to the college adviser and the placement counsellor. Her adviser knew that in those offices Marion would have access to college and nursing school catalogues. The college adviser would know whether the schools offered a small salary for the training period. She would be able to advise Marian as to the best way to try out for a scholarship and would know which schools had opportunities for part-time employment. The placement teacher or vocational adviser could help Marian find some part-time and summer work while still in high school so that she would have a little start on the many expenses which seemed to be worrying Marian.

In most academic high schools the program of guidance, carried out by the various teacher-advisers and assisting specialists in the field, is directed by a coordinator of guidance who may be one of the administrative assistants or a teacher member of the faculty who is trained in guidance techniques. In only a few schools are the advisers full-time counsellors who have been relieved of teaching in subject areas, or who teach in the field of guidance only—courses in orientation and group guidance. Most academic high schools, however, exempt teachers from one or more subject classes in order to permit them to devote that time to pupil-guidance.

**THE DEAN.** Working with the guidance staff are deans who handle social and personal problems of students. It is their duty to help a student who is upset or is upsetting to others to understand himself enough to conform to what others expect of him. A different person, in talking to a student, may discover problems other than those the adviser has been looking for and may be better able to effect a solution. The dean has the power of referral to agencies outside the school and often takes advantage of these contacts with community groups to secure professional help in

the solution of problems affecting a pupil's health, economic means, and emotional and social adjustment.

### Contacts With Parents

*Marian's mother heard a great deal about high school and school life from Marian who was enthusiastic about her homeroom teacher and her grade adviser. She had been to the high school when Marian was first admitted, to meet the principal and advisers at an Orientation Night for Parents. There she had received a brochure on the school. She had heard through a special letter from Marian's grade adviser that Marian had been doing very well and was on the Honor Roll. The letter had told her to see the grade adviser any time she wished to discuss Marian's plans. (She was glad she hadn't received a failure notice as Joan's mother had.) Marian's mother wondered if she should get to know more about the school, perhaps help in some way as she had in the Girl Scouts when scouting had been so important to Marian. Did the school want help? Should she join a parents' association? She began asking questions of friends in many different schools.*

The academic high schools are eager to have parents of their pupils visit the school regularly—to consult their child's adviser or homeroom teacher, the chairman of department, or dean, when problems loom; to attend school functions such as the welcoming tea to parents of freshmen, the College and Career Nights, the Arista breakfast on the occasion of a son's or daughter's induction into the honor society; to enjoy special school assemblies, concerts or plays; to take part in special conferences called by the local Parents Association or the principal to study school or community conditions, problems, or opportunities.

**THE SCHOOL'S PLAN.** As part of their general plan for winning community interest in and for support of the high school's program—both curricular and extra-curricular—school officers are taking positive steps to strengthen bonds between parents and the school. In addition to those steps just mentioned, it is the practice in many schools to keep parents informed by letter of their children's usual progress or lack of progress. Usually at stated intervals letters, in addition to report cards, apprise parents that their child



is failing in one or two subjects and by so doing is jeopardizing his plans for the year. The parent is invited to talk over the situation with the adviser and to plan together how best to improve matters. Again, when a pupil has committed a serious infraction of the school's rules or has an accumulation of minor infractions, the dean as a matter of policy invites the parent to talk over the problem with him in the light of the pupil's whole record of conduct and scholarship. Following this interview, the Dean decides on the disciplinary action to be taken.

It has long been recognized that the home and the school must work together for the best development of the child. The guidance techniques used in school may be used to help foster a more complete understanding between parent and child, and parent and teacher, so that a more favorable growing-up period is maintained both in home and in school life.

**GROWTH OF PARENTS' ASSOCIATIONS.** A significant development over twenty-five years has been the organization of parents as a group affiliated with the local high school. Bound together by the tie of interest in the progress of their own children through high school, they have as a group advanced beyond this personal concern, to consideration of those conditions that contribute to the good of all the pupils.

The cooperation of parent groups has developed many desirable phases of school life that would normally have not been possible if the school had had to work alone. They work consistently to supplement the school's program. Gifts of T-squares to the art or shop departments, books and magazine subscriptions to the library, lumber for the shop, textiles for dress goods for the homemaking classes, emergency funds for needy students, have won the gratitude of the schools through lean years of inflation, scarcity of goods, and a meager school budget. Even more impressive than material gifts on occasion, have been gifts of time, energy, intelligent study of school needs, and the active influence parent groups subsequently exert in enlisting the support of the entire community and civic leaders to promote and supplement the work of the high school.

Today parents have become a vital part of many school activities. The approach to the problem of financial support varies, but usually parents solve it by means of a cake sale, parent-sponsored

dances, or bazaars. Many parents first join the parents group as willing workers to raise funds. To their surprise, they find that parents help the school in numerous other ways:

- Home-School Relations Committees—made up of parents and members of the school administration
- Special Group Conferences—called to help resolve problems and misunderstandings arising between the school and parents
- Committees for Scholarship Fund—devoted to fund-raising to help some students attend college who normally could not afford to go
- Parent-student Groups—discussion groups planned for helping each group to understand the problems of the other
- Parent-committees for Films and Speakers
- School Improvement Committees

Some academic high school and parent groups work closely to foster an understanding of the various cultures which are reflected in the community. One high school whose students are largely of Norwegian descent invites parents to a Norwegian smorgasbord supper, with students and teachers joining in the fun of getting acquainted. The students appear in costume to lend an old-world flavor of festivity to the function. Another school features an Italian night, stressing the contribution of Italian culture as expressed in operatic music and pageantry.

The spirit of the desirable relationship between the parent and the high school staff is well expressed in the following letter, sent by one high school to inaugurate American Education Week and the school's Open School Night:

Dear Parents:

*YOU, TOO, ARE TEACHERS! With sympathy, understanding and patience, you teach your children to be honest, courteous, kind, loyal, and responsible citizens of this city, state, and nation, as they grow from childhood to maturity. Your children are the country's greatest asset. We know in this most important job in the world we cannot be effective unless we have your cooperation.*

\* \* \*

*Our educational, vocational, personal, and social guidance program encourages your children to understand their capacities, their abilities, their strengths and their weaknesses, to choose and to progress successfully in the subjects and courses that will help them toward their ultimate goals.*



HIGH POINTS [September, 1955]  
*Come and see us; work with us; plan with us to achieve these ends  
for your boys and girls!*

Sincerely yours,

Principal

Marian's mother was convinced that she should join the parents' group and help in every way possible to bring the school and home closer. At the first meeting she attended, the parents were asked to calculate their P.Q.—parent quotient. As she answered some of the questions, Marian's mother realized that she had been a conscientious parent.

1. Do I limit the time my child spends in attending theatres or other late forms of amusement from Monday through Thursday?
2. Do I limit the time my child gives to listening to the radio or seeing television?
3. Do I ask my child to show me his assignments, test papers, and compositions, and do I discuss the marks with him?
4. Do I encourage my child to invite his friends to our home, and do I stay home to get acquainted with them?

*She took home with her from the meeting a booklet, Information to Parents, which covered many of the regulations, facilities, and attitudes of the school.*

#### Use of Community Resources

The degrees to which the schools use the resources of the community varies widely. If we think of this community in its most immediate sense, of the neighborhood from which the general high school draws its students, we realize that every high school is in touch with, and benefits from, the services of neighborhood institutions such as churches and temples. The clergymen speak at graduations, assemblies, and other group meetings.

Citizens are organized in service clubs, such as the Rotarians, Kiwanis, Chamber of Commerce, American Legion, and other civic and philanthropic groups that are unofficial interpreters of community interests to the school. Through the sponsorship of essay-writing contests and through nominations of students for awards and scholarships, these organizations call attention to their

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underlying philosophies of public welfare and awaken student response to a spirit of community service.

*Bill has now been in high school for a year. In that time he has joined the school band and is playing at Commencement exercises. He hears an invocation given by a clergyman of one faith, a graduation address by a leader in another, and a closing prayer by a churchman in a third. In the course of the year he has marched with the band in the Memorial Day parade.*

**IN SCHOOL ASSEMBLIES.** Bill attended many assemblies during his first year in high school. At a recent one he heard an address by a representative from the office of the District Attorney who dramatized the picture of the right and wrong turns that high school students had taken at crossroads in their high school career. Bill and his fellow students heard a recording of the voice of a seventeen year old boy who was about to be sentenced for breaking the law. The tragic story revealed in the boy's answers to the district attorney's questions expressed his regret that he "had got in with the wrong gang" and had refused to take advantage of his opportunities in school.

At another assembly Bill heard student finalists from his own and other schools in an oratorical contest sponsored by a large metropolitan newspaper. The topic was one of civic interest and value. In still another assembly he heard exchange students from Finland, Egypt, and England discuss national issues, and answer inquiries from the student body. Bill himself was told, in response to his question, that co-curricular activities as he knows them do not exist in the same way in schools in Europe. At the Commencement exercises Bill heard a succession of awards given to graduates by such diversified donors as the local newspaper, a women's civic group, a subject teachers' association, and a great commercial organization. Who can measure in Bill's fifteen-year-old mind the impressions most likely to shape his choices, immediate and future?

**WELFARE COUNCIL MEETINGS.** In some neighborhoods the exchange between the school and community is on a more sequential basis. Initiating the activity, the school planned with the community a survey of all community resources. A community council of leading clergymen, social workers, businessmen, and community leaders was called by the principal. Although the



initiative may come, and most often does come from school leaders, school authorities believe a project is most successful when the leadership rests eventually with community, rather than educational personnel, in executive positions.

An actual survey of resources for recreation, such as museums, botanical gardens, parks and meeting places, was conducted in still another high school. The needs of boys and girls and adults are considered, and out of these there emerges a plan of joint action.

Sometimes this may take the form of a changed or increased program of offerings in the Community Recreation Center conducted in the high school buildings. In another case it may result in arranging, through the City Housing Authority, for provision for space for recreational facilities in a housing development. Another result of such coordinated activity has been more effective assignment of social workers through city or privately supported groups such as neighborhood centers and settlement houses. Their working together benefits the school and the neighborhood. In one instance the combined energies and planning of a community council and neighborhood house helped to effect a program of modernization of an old school building and the building of a much needed new addition. In one school, the General Organization, leadership class, and various core classes (usually combination English and social studies classes) went out into the community to survey recreational facilities, problems of sanitation, and the development of the new housing project. In another, students assisted in a traffic survey, to secure a needed light at a busy street intersection.

**HOSPITALS.** A highly influential community institution is the hospital. Being a patient is not the only way of becoming interested in nursing although the experience is often a very influential one, in choice of a career. The need for nurses is presented dramatically by executives in the nursing field who come to the school and address the girls in groups, explaining the various degrees of training, and the satisfaction to be found in the profession. Student nurses, attractive in uniform, explain the kind of training they are experiencing. The hospitals' influence affects the student body, also, through students who give volunteer and paid services, after school and in the summer.

*Suppose that Jane, early in her senior year, is still un-*

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*decided about the next step beyond high school. She has taken an academic course which qualifies her for admission to college. She knows that this course will admit her not only to college, but to one of the hospitals in the city which conducts a nurses' training program. The speaker on nurses' training has also explained that the entry into nursing is not through hospital training only, but through courses given in college. Some of the city colleges have two-year courses. Some of the private colleges have combination study-in-college and training-in-hospital courses of four or five years' duration, at the end of which Jane can be a registered nurse with a Bachelor of Science degree.*

*While Jane is pondering over this choice, Uncle Sam sends his recruiting officers to the school, and Jane sees, resplendent in their uniforms, representatives of the women's branches of the armed services. They explain to groups of senior girls the qualifications for entering and the advantages of serving in the Army, Navy, and Air Force. Jane hears of opportunities for further training for promotions.*

**BUSINESS EXPERIENCE.** Not only has Jane heard the same kinds of assembly speakers that Bill has, but she has gained another kind of knowledge of the community. Although she lives in a suburban area, she has traveled to the heart of Manhattan, and worked part-time in one of the large department stores. She has had a chance to mix with people working full-time and to measure the advantages of life in the commercial field of one of the world's largest communities. As a result of enrolling in a journalism course in high school, she has taken a field trip through the publishing plant of one of the city's greatest newspapers.

**COUNSELLING SERVICE.** Were she a pupil in another high school, Jane would have opportunity to visit a Counselling Service, a special development of the Community Recreation Center, conducted evenings during the week. Here parents in the community may secure information about their children in the high school or about community resources open to parents themselves. In this community, parents were interested in knowing where to go for further educational training, places to study, places of employment, or places for help with problems involving family or health.



In the friendly atmosphere of the Counselling Service at this particular Community Recreation Center, Jane's parents would feel free to come and ask where Jane could arrange for scientific appraisal (measurement) of her own skills and interests. The counsellor, after reviewing Jane's high school records and activities, gives Jane's mother a list of universities in the city, where aptitude testing and individual counselling can be obtained for a fee. Jane's mother has a choice of as many as ten testing and counselling services to which Jane may apply if she feels her high school record is not sufficiently revealing of her skills and interests.

**PROFESSIONAL CITIZENS' COMMITTEES.** Encouraging to all high school teacher-counsellors, co-ordinators, and principals is the development and manifestation of a feeling of responsibility on the part of professional groups for clarifying for high school students the true nature of their field. The work done by the Engineers' Committee is an example. Finding the mortality rate of those trying to enter the field highly alarming, the Engineers for many years have been conducting a campaign of education stressing what qualities are needed to enter an engineering college and to stay in the engineering field after completing college work. These men give their time willingly to explain to school counsellors and to address groups in schools, such as engineering clubs, on the true nature of engineering work.

**IMPROVED PROFESSIONAL UNDERSTANDING.** Somewhat along the same lines, there have been conferences of workers in the social service field with school counsellors, at which each group has sought to get a better comprehension of the other's duties and functions. For the social worker there has come enlightenment on such routine working conditions as the scarcity of trunk lines for telephone contacts in a high school, or the necessity of knowing a teacher-counsellor's schedule so that necessary business can be conducted when the counsellor is assigned to counselling rather than teaching.

For the teacher-counsellor has come the realization that, although crafts work or swimming activity in a local "Y" is a desirable activity for a girl who needs to make friends in a small group, the actual process of getting the girl into the group is effected better through a phone call to a worker at the agency, explaining the

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girl's needs and finding the exact time for her to appear, rather than showing the girl a schedule for the class and explaining to her how to get there on her own.

**THE ARTS.** There are many agencies in the arts field which are influential in the schools. Courses, displays, and lectures are arranged by museums. The theater makes its influence felt by arranging for student discounts and, at times, even for special performances of plays. One high school is fortunate in receiving stage sets used in professional presentations. There are reduced-rate tickets for concerts, and special operatic performances for school children. All of these advantages are made available through the services of the various high school staffs.

**COMMERCIAL AND GOVERNMENTAL SERVICES.** Two additional areas of influence are worthy of mention. The first is the service offered by libraries and large commercial companies in distributing descriptive material about vocational opportunities. The other is the service of state and federal agencies concerned with health and employment. As one familiar with these bureaus, the health education teacher or the guidance counsellor may inform the handicapped boy or girl of the opportunities for training and placement provided by the Division of Rehabilitation of the Federal Service. This spirit of cooperation and the actual interchange of services between the school and the community have proved profitable to both.

**THE PRESS.** Not a small part in the resources of the community, as representing the whole city, is played by the newspapers. Neighborhood newspapers have a high responsibility in their method of handling coverage of school events and their editorial comments. One neighborhood paper carries a weekly column written by a high school principal. Many give space to news releases distributed by schools. Some have columns devoted to activities in neighborhood schools, and many give extensive school sports coverage. The tone of their coverage is particularly influential in teen-age years because of the high interest in sports and the willingness of many boys to read every word on the sports page while giving only a casual glance at front-page headlines. The newspapers carry great



influence through contests they sponsor and the awards they make at graduation, such as for citizenship.

**TELEVISION AND RADIO.** Possibly even more potent than the newspaper in informing the public and winning community cooperation, both local and city-wide, are the radio and television. The Board of Education, through the Bureau of Education and Vocational Guidance, over its own radio facilities, Station WNYE, has been a pioneer in utilizing the air waves to show the many vocational opportunities for which the high schools prepare students.

Homebound students, registered in our academic high schools, have their study of English, history, and science, for example, supplemented and made more stimulating by the Living Blackboard Series over TV station WPIX. Important, too, is the sense of belonging to the larger group of classmates that the friendly voice of the teacher on the air can bring to these pupils studying at home.

**TRUE COOPERATION.** Using the air waves to reach all the students in all high schools recently, the President of the Board of Education and the Superintendent of Schools held a special radio broadcast over the Board of Education's station, WNYE-FM. In a "family council" round-table discussion they appealed to pupils in both junior and senior high schools to assist in the battle to control and prevent the alarming increase of juvenile delinquency.

Two high school students, one from each of the high school divisions—academic and vocational—sat at the round table with the President of the Board of Education and the Superintendent of Schools.

*"Study the problem presented by the few who are giving everybody else in the school a bad name," urged the President of the Board of Education. "If you can help young people on your own age level, you will earn a special accolade."*

Thus to enlist the energies of thousands of young, eager, and purposeful high school citizens to take action on their own behalf to maintain the good name of their schools is leadership at its best. It is but another example of the good which comes when the schools and community join hands.

**Cooperation of Available Clinical Services**

*Tom, who had a good scholastic record in elementary school, looks puzzled at the failure marks on his report card. Which parent will be asked to sign it? He's really tried to study, but knowing that his parents' legal separation is imminent, he can't concentrate.*

What happens when a boy's or girl's school work is poor because of difficulties at home? Although there has been a decided trend on the part of the public to expect more of the school in the development of personality and the training of character, school people realize that the school's responsibility for the development of the individual is limited. In a city as complex as ours, there is a wide variety of voluntary and official city agencies for helping an individual in trouble. This may be a matter of health, financial, or family problems. A boy worried over a drinking father or about an incurably ill mother may need the assistance of a family service agency.

**BUREAU OF CHILD GUIDANCE.** The Bureau of Child Guidance is the official agency of the Board of Education qualified to test and treat a pupil who is making such a poor adjustment in school that he cannot succeed. The service the Bureau can offer the high schools has been very limited. Although some schools have pilot projects of a Bureau of Child Guidance team—a psychologist and psychiatric social worker (and on referrals, a psychiatrist) assigned part-time to a specific school—the majority of schools are limited to such services as determining the advisability of sending an epileptic to school or keeping him home; or of working with a potentially dangerous boy or girl.

**REPRESENTATIVE AGENCIES.**

*Family service type:* Community Service Society, Catholic Charities, Jewish Family Service, Italian Board of Guardians, Big Brother and Big Sister Movement, Protestant Council, and others.  
*Clinics:* mental hygiene, dental, cardiac, eye, allergy, and similar services—Welfare Department, Youth Board, and others.

Many problems of student health are detected within the school. Some schools have a teaching nurse as a member of the faculty. Many have a Board of Health nurse and doctor on duty daily.



**WHAT WE NEED.** Guidance workers in general feel that they could be more effective if there were two improvements in the clinic arrangement. One is an increase in services of a mental hygiene nature. There is an increasing awareness on the part of guidance personnel of the kind of problems which, if treated earlier, would probably respond to treatment, but because of limited facilities the treatment is not available. Another need is for better cooperation of parents in accepting the fact that a boy or girl needs help, and in making sure that he or she keeps appointments arranged by the school counsellor.

*In Dick's school there are intensified services provided by the New York City Youth Board as an experiment. There are two psychologists, three psychiatric social workers, vocational counsellors, an employment counsellor, and a supervisor—full-time. Two psychiatrists give part-time services. The guidance officers feel that additional dental services and a full-time Board of Education placement worker are needed.*

With unanimity our high schools report complete cooperation on the part of available clinics and social agencies. The variety and number of clinics vary in city areas, however, and some of the more recently expanding population areas are characterized by an almost complete lack of such services or by their inaccessibility because of distance and the expense of transportation. There is a decided degree of difference in student and parental knowledge and acceptance of such services also. The city areas which have long-established houses and settlement centers are more likely to have parents who once attended such centers and who turn more willingly to them for help with their children. One school suggests that the difficulties may be overcome by a planned campaign of parental education on the subject, and by pooling of psychiatric assistance and other help on a community-wide, or social-work-area, basis.

A community with a practical realization that the expenses of such services outweigh the high cost of institutionalizing juvenile offenders, must provide the needed professional diagnostic and remedial attention to those who are potential criminals and to mentally ill pupils. These cases are now often futilely recognized by teachers and guidance counsellors, without power to help.

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## Job Placement for Drop-Outs and Graduates

*Charlie is an average student, whose family has neither the interest nor the financial resources to send him for further schooling. When he gets out of school, Charlie wants a job. But how will he decide what job? Will he be a clerk, a policeman, a plumber, or a truck driver? And how will he get that first job? How much time has anyone in the school organization to help him?*

Every student entering high school must decide what the next step will be for him. For the boy or girl going to college or undertaking some further training beyond high school the decision is not easier, but is a little simpler than for the student whose formal education ends with high school.

**FITTING ROUND PEGS INTO ROUND HOLES.** Charlie had been assisted in learning correct letter-writing through guidance units in his English classes. He had had an opportunity to explore advantages of various employment fields through units studied by himself and members of his class in his group guidance classes. In his fourth term in school he had taken a *Kuder Preference Inventory* analysis in his English class. This is not a test, but an opportunity through standardized groupings of answers, for the student to find that his interests fall in certain categories, such as *outdoor, literary, mechanical, computational, musical, or artistic* fields. An interpretation of his interests (not his abilities) suggests that he would be happy working in certain vocational fields. For example, a boy having high interest in mechanical and outdoor matters might like the field of surveying.

The results of Charlie's interests inventory would be interpreted by his teacher-adviser. If Charlie were unlucky in needing special help, but lucky in that he could be given an appointment, he would be referred to an outside agency, such as the Vocational Advisory Service, for individual aptitude testing.

In his senior year Charlie would be one of a group registered and interviewed in his own school in the March before his graduation by a team from the New York State Employment Service. He would have a series of aptitude tests, and a later interview interpreting the results of such tests, with eventual employment in mind.



A placement counsellor believes: "When a student says out loud that he is going to leave school, he is only saying aloud something he has been saying to himself for a long time. The decision to leave school is the culmination of a series of maladjustments and frustrations covering a long period of time. As in truancy, there is no one cause. The time to save a drop-out is at the time of a first failure in school."

In this high school the placement counsellor works on the basis of the individual's needs. The graduate placement program is conducted in cooperation with the English Department. Early in the last half of the senior year, the placement counsellor meets seniors in their English classes. Each student fills out her plan sheet, a "Job Skills Checklist." On the basis of this information each student has an individual conference with the placement counsellor at which the counsellor gives vocational and occupational information and arranges for personal introductions to employers. One student receives as many as seven to fifteen introductions.

**VALUE OF PART-TIME EMPLOYMENT.** In another school, a boy or girl might have arranged for part-time employment through the placement counsellor, before graduation. The counsellor believes that part-time employment tends to ward off the danger of drop-out by filling a possible financial need, and satisfying the yearning to feel independent and try one's wings in the adult world of work. Within a narrow range, this counsellor holds, there is opportunity for vocational tryout and a variety of human relationships in a real job situation.

*In Joe's high school, the principal has arranged for a series of homeroom group-guidance discussions centered around how to get ready for a job. For example, under the heading of "Applying for a Job in a Bank" there is an explanation of how banks use a test and interview program to select their employees. These pamphlets are written in language so simple that the least scholarly student can understand it. Joe would be warned for instance, that one reason an applicant fails to get a job is "Failing to stand on your own." "Never apply for a job by taking a friend or a relative." "Mama's babies and papa's pets are not in demand."*

In the course of a given term Joe may have heard about these topics: "Have You an Employable Personality?"; "Aeronautical Engineering"; "Vocational Opportunities in Aviation"; "Do You Want to Be a Lawyer?"; "Nursing, an Important Profession"; "Occupational Therapy"; "Pharmacy"; "Working Papers."

Joe may have an opportunity in his school for individual testing using any or all of these tests—a mechanical aptitude test, a clerical ability test, a personality test, a test of mental maturity, and an interest inventory.

Joe will probably get a job through the request of a personnel department from a large commercial company that applies directly to the school. Graduates of this high school are now employers and regularly ask for employees from among the students, possibly because the principal believes the best preparation for work is "A good course of training in school—no dilly-dallying"—and employers know it.

**HELP OVER HURDLES.** School guidance officers arrange to interview every school-leaver to help him over the hurdle to adjustment in the world of work. In one school he is given a letter addressed to the evening school where he can finish the requirements for his diploma. In another, he is given a pamphlet entitled "So You're Leaving Your High School," inviting him in a friendly tone to return for help to see a special counsellor or to see any member of the guidance staff, who will always be glad to assist former students. The pages of the pamphlet give definite help on how to look for a job, including a list of free placement offices, with a note of warning to check the integrity of private agencies through the Vocational Advisory Service. There are simple hints on good grooming and a list of resources for vocational counselling and testing. The handicapped are directed to appropriate agencies, and some suggestions are made about where free training in vocational fields is offered.

In many schools placement is arranged not only through a placement counsellor, but also by the chairman of the Secretarial Studies Department. In almost all schools a representative from the New York State Employment Service and a speaker who explains the System of Social Security address the senior near the time of their graduation.



The cross-section of academic high schools contributing to this report freely admit the inadequacies of some of the guidance services at present provided. In a number of instances there is a notation at the end of the questionnaire in answer to the query "Do you follow this procedure in your school?" "No, but we hope to do so some day." Or—"No, not yet, but we would like to."

It is not fully appreciated that the factor of immediacy enters into almost all guidance at the high school level and intensifies the work of the counsellors and the problems of adjustment for the pupil. Many boys and girls go from our high schools directly into adult life: into the competition of business, with its complexities—income taxes, social security, unionization; into the armed forces; into marriage. *Time* sets a deadline, and pressure sets the pace in guidance at the high school level.

**THE HIERARCHY OF NEEDS.** An ardent plea is made for greater awareness on the part of the Board of Education and of the Board of Estimate of the special needs of the senior high schools. If academic services are to be extended to the point of *adequacy*, the following are basic requirements:

1. A decrease in the number of students assigned to teacher-counsellors so that there will be greater opportunity for them to meet more students face-to-face.
2. A reduction in the size of homeroom sections, so that teachers may have time and opportunity for more counselling of individual students.
3. An increase in the number of specially trained teachers for special areas of counselling.
4. More time for the Coordinator of Guidance to give in-service training to those members of the faculty who are qualified by personality and interest to assist in the counselling of students.
5. Greater availability of resource material, more testing material in order to have more information about the pupils whose lives we are attempting to guide, more efficient forms on which to record this basic information

and to have it for ready reference, interpretation, and application.

6. Personnel and money made available to conduct an evaluation of those guidance services now provided.
7. Personnel and money made available to conduct periodic surveys of graduates by each academic high school as a test of the effectiveness of the educational and guidance program.
8. A city-wide study of the problem of drop-outs, made by the Bureau of Research and Statistics and distributed to each academic high school.
9. Distribution, from a central Board of Education office, of authoritative, up-to-the-minute, vocational information on developments and opportunities, in easy-to-read bulletins suitable for posting.

Apart from the foregoing, a major plea stressed by academic high schools is this: that the services of the Bureau of Child Guidance be so expanded that the academic high schools might have as a regular service what most of them enjoy now only in emergencies. Many and crucial as are the problems of maladjusted children in the lower schools, the problems of adolescents with the strains and tensions under which many of our boys and girls live, the crucial decisions that they must make which will affect their lives for many years, all call for psychologic and psychiatric services far above that which the high schools now enjoy:

1. Full-time psychologists and psychiatrists and social workers should be assigned to each high school or be shared by two high schools comparable as to size and pupil personnel and geographically near each other.
2. Nearly all services of the Bureau of Child Guidance are limited to pupils *under 16* years of age. There is great need of some assistance for pupils *over 16* who are still in high school.

There is need for increased services from the Bureau of Child Guidance to be given to those pupils who need *just a little help, but need it now.*

3. Increased allotment of teachers and guidance personnel is needed to deal adequately with the problems of educa-



- tional and emotional adjustment of individual pupils who come to high school with a record of *maladjustment*.
4. Provision for clinic services to high school pupils is necessary. *In theory*, clinics are available to school children, but *in fact* it is almost impossible for pupils on the high school level to secure any clinic appointments.
  5. The senior high schools *alone* contain considerable numbers of pupils who are pre-drop-outs, pupils who enter the high school resolved only to await the legal age of 16 when they may enter employment. The high schools, though faced with this problem, have limited facilities and limited authority to guide these pupils and their families.
  6. The time and the personnel to foster, intensify, and cement after-school and after-class programs in order to develop a sense of belonging on the part of students, to identify each more completely with his school, should be provided.

It is a hard fact that schools must operate within the limitations imposed upon our Board of Education by budgetary restrictions and cannot always provide all that is known to be needed for carrying out our responsibilities in guidance to the boys and girls in our academic high schools. But the academic high schools are facing and are dealing with a special problem now at an acute stage. The fact that partial remedies or drastic cures cost money cannot justify continued compromise with inadequate facilities. If the community insists that such services be made available to their sons and daughters, then the funds to provide them will be found.

There is no guidance service among these so urgently set forth as being vital to the welfare of pupils in our academic high schools that cannot be met with money—an increased appropriation from the Board of Education and the Board of Estimate. There are other problems, however, besetting the academic high schools that require more than money to solve them.

The presence in high school classrooms of the seriously disturbed, over-aggressive, lawless, and disruptive pupil is a problem that, if it is to be solved, must be met by the incisive thinking, the courageous facing of the realities of the actual conditions, and the forthright action of the highest responsible authorities—civic,

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legal, parental, educational, social, and religious.

The problem of the seriously disturbed, overly-aggressive, lawless, and disruptive pupil in our high schools who *resists* personal and social guidance has been discussed at length, specifically and constructively, in the Hopkins Report (Superintendent's Committee on Delinquency in the Secondary Schools—January 18, 1954).<sup>\*</sup> But reading the Hopkins Report in the privacy of one's study—even meditating objectively on the social ills that give rise to such phenomena—and living daily as teachers on a personal plane with the overly-aggressive, defiant, sullen, incorrigible boy or girl in the school halls, cafeterias, classrooms, and guidance offices, are two experiences as remote as the opposite ends of the pole.

Juvenile delinquency in our city is not a new problem, nor is it static. It has been snowballing for over fifteen years—years during which many people in key positions failed to realize the roots of its causes and "*paid lip service to the idea that juvenile delinquency was just a passing phase.*"

Perhaps now that the growing concern of the community points up the gravity of the crisis, there is a better prospect that the recommendations of the Hopkins Report will be implemented.

As this report is being written, there are stirrings of hope that the community will gird itself to solve the problem of juvenile delinquency. The report issued in May, 1955, under the sponsorship of Mayor Wagner, *Perspectives on Delinquency Prevention*, is a further indication of the grave concern with which this problem is regarded by city authorities.

Other voices point up the crucial emergency as the wave of juvenile delinquency mounts. The Board of Regents of the State of New York in a recent conference recommended the development of moral and spiritual values through all the activities and lessons of the school day, stressing "*liberty under God, respect for the dignity and rights of each individual, and devotion to freedom.*" The director of the Bureau of Attendance in the New York City schools has strongly urged the community to realize that "*parental accountability for the upbringing of children must be reintroduced into American life to counteract the modern tendency to let schools and other agencies take over the handling of recalcitrant children.*"

<sup>\*</sup>See also *Delinquency Report of High School Principals Association—Spring, 1952*



The Board of Justices of the Domestic Relations Court in a vigorous protest to the Governor of the State has urged immediate action to remove intolerable conditions that clog and prevent the proper functioning of the Court.

In similar vein, the high schools urge that they be freed of the intolerable conditions that impede their proper functioning as educational institutions. Overly-aggressive, reckless, abusive, and disruptive pupils who reject all counselling constitute a relatively small group in our high schools. Nevertheless, to cope with them consumes a disproportionate amount of the time, energies, and resources of the guidance and teaching staffs, with a mounting feeling of defeat as the only regard for such expenditure. The program of instruction and guidance for the earnest, well-meaning, and cooperative pupil who needs help and responds to it must of necessity be drastically curtailed. Yet these pupils constitute the vast majority of our high school population. Where does the true test of our guidance lie?

If the high schools could be permitted to perform their true function of working with adolescent boys and girls so as to promote the sound development—spiritual, educational, social, physical, and vocational—of all those who will respond to such counselling and who will make the required effort to adjust, teachers and teacher-counsellors would work with renewed energies and renewed purpose, confident that their labors were valued and fruitful.

How fruitful such labors would be is best expressed in an excerpt from the guidance handbook published by one of our oldest academic high schools:

*"We can provide for all our students only by coming to know each one as a person and by adapting the process of education, as far as possible, to what they are and what they hope to be. This is much more difficult than the outmoded practice of forcing the boy to conform to the existing school process. What have we in mind? We look forward to graduates who will display such desirable marks of maturity as a loyalty to God and country; good physical growth with an acceptance of their individual characteristics; an ability to act with reasonable independence emotionally, intellectually, and economically; a facility of adjustment to changing situations and to persons of their own and the opposite sex; and a grasp of reality that will enable them to seek, acquire, and*

*hold jobs which they can discharge with competence and honor. If they can add to this a faith in themselves and in something outside themselves, they will have laid, while in high school, the foundations of a philosophy of life which will integrate all their characteristics into a total personality and which will give real meaning to their whole lives and crown their efforts and ours with satisfaction.*

*"This worthy objective cannot be accomplished by the school alone. Parents and teachers must be co-workers in this creative task. The actual change that a high school education will bring about will be made by the boys and girls themselves. They will, however, look constantly to their parents and teachers to guide them over or around the obstacles they encounter. The counsellors will lead the way, but all of us have a part to play if the best possible results are to be obtained."*

#### INFORMATION, PLEASE

Quite a few people have told me, and I have often seen it in print, that the main object of formal education is not so much to inculcate certain facts and dates as to teach you where to go to find out things you want to know. I can find out practically anything I want to know by calling up the *Times*, the Public Library's information desk, the British Library of Information, the French Information Center, or by asking my sister, and I have never precisely understood the connection between this easy ability of mine and the years I spent on algebra, geometry, geology, corrective posture, and Greek. Several months ago I asked the Public Library's information people just what they supposed the connection was, and they said they had no idea off-hand but would call me back. I haven't heard from them yet.

—Geoffrey Hellman, *Mother Taft's Chickens*



## The Rise of Anti-Intellectualism in the United States

ABRAHAM MARGOLIES  
Boys High School

The last couple of decades have witnessed a frightening and steady decline in the prestige of the intellectual in the United States. The unhappy and precarious position of the scholar in our present milieu was recently dramatized by Albert Einstein's statement that if he were a young man today and had to select a career he would choose to be a plumber rather than a scientist. This may have been in the nature of gloomy hyperbole to underline the good doctor's sense of outrage at the treatment now being accorded to men of science and learning. However, it does convey a warning that our traditions of free and untrammelled search for truth are being rapidly undermined and that those of us who still cherish them had better shed our lethargy.

It was not always thus. From the very beginning of our history, the climate of popular opinion was friendly to the scholar. Nor was it only learning of a utilitarian nature that was honored. The scholar as such was an object of veneration. Whether he was an authority on the Italian sonnet or on Mendelian eugenics, he was respected for his knowledge, and was accorded a place in the social hierarchy at least on a par with the merchant, planter, or industrialist.

**THE INDUSTRIAL REVOLUTION.** The Industrial Revolution in the second half of the 19th century contributed in its own way to the enhancement of the prestige of the intellectual. Just as it was fashionable in the pre-industrial, semi-feudal era for the nobleman to patronize the arts and music, so during the Industrial Revolution it became the badge of distinction for the new bourgeoisie to affect an interest in scholarship and book learning. It is no accident that free public-supported education became the vogue only after the Industrial Revolution had established a middle class. The letters of nobility of this class could not be granted by the largesse of the monarch, but could be procured in institutions of learning. The sons of the merchant princes and, later, even of the humble working men, sought their heralds of nobility in the universities and in libraries.

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Up to about 1900, the scholar for the most part was the product of a middle-class home. As of that date, fewer than 5% of the American people had graduated from high school and about 1% were college graduates. Of these, the bulk were the sons, and to a smaller extent the daughters, of the rising middle class. As the fruits of material production multiplied, and were distributed in larger measure among the common people, the latter began to send their children to schools of higher learning. It is a known fact, in this connection, that the trade unions were as potent a factor as any in the public acceptance of tax-supported high schools and even colleges. The proselytizing efforts of Horace Mann and Henry Barnard in behalf of public education were made possible by the backing given by trade unions. But even more powerful in laying the foundation of our nation's network of schools was the rising prestige of scholarship and book learning.

**IMPACT OF IMMIGRATION.** The coming of the immigrant also served to place scholarship on a pedestal. In most European countries, schooling, beyond the first few grades of elementary school, was not for the likes of the common man. More than for material advantage, the immigrants yearned to realize for their children what for them had been a futile dream. They strove to give to their children as much schooling as possible, for to their way of thinking education was the open sesame to future well-being and happiness. Learning as such was regarded by them not only as a means of achieving economic liberation but also as the key to social acceptance. Just as the accumulation of wealth made possible what Veblen later characterized as "conspicuous consumption," so it also made *de rigueur* a kind of conspicuous consumption of culture and book-learning. While, no doubt, much of the intellectual pabulum consumed at this time was sterile in content and indigestible in nature, the fact remains that almost up to the last decade in our history the man of learning was looked upon by society with something only a little short of veneration.

**DEMOCRATIZATION OF EDUCATION.** The high esteem in which the scholar was held led to the democratization of education. Schooling, at least through the secondary level, once looked upon as the particular privilege of the upper class, became, partially as a consequence of this worshipful attitude toward the man of



learning, the right of all. This marked a social revolution in early twentieth century United States not paralleled in any other part of the world.

**THE PLACE OF THE SCHOLAR.** Although the prestige of the savant had been constantly mounting in the United States until roughly the advent of World War II, for a long time the scholar was looked upon as a social ornament, an adornment to the gracious living, or as a friendly tenant of the ivory tower. But was he accorded an economic return even mildly comparable to that received by the man of business? Of course not. The scholar lived on a scale of genteel poverty, and rarely do we find him entering the mart of commercial affairs. As a rule, we find him ensconced in teaching posts, particularly in the universities, in research laboratories pursuing the sciences, as a literary man wooing the muse of poetry, or as a historian captivated by the allure of Clio.

Such was the ambivalent attitude of society toward the scholar, that although it was every ready to accord him respect and acclaim, it called upon him to occupy positions of leadership in the government only at infrequent intervals. It is interesting to note that in the early days of our history a large percentage of our presidents were, among other things, scholars of solid proportion. Men like John Adams, Thomas Jefferson, James Madison, John Quincy Adams would have met the exacting standards set forth by Plato for his philosopher-rulers.

By a peculiar twist of circumstance, as the democratic philosophy of government gained a foothold in the time of Andrew Jackson, we find the man of learning relegated more and more to his ivory tower in so far as important government service was concerned. With the possible exception of Abraham Lincoln whose profound wisdom might conceivably serve as a surrogate for scholarship, we find no American president who is entitled by even a stretch of the imagination to be described as a man of learning until Theodore Roosevelt was accidentally catapulted to the number one spot in our political life. Of course, even Theodore Roosevelt's scholarship was rudimentary and diluted by too many other masculine interests. Not until Woodrow Wilson became president in 1912 do we find a scholar at the helm of our government.

**DEFINITION OF THE SCHOLAR.** This may perhaps be as

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good a place as any to interpolate a working definition of the scholar. For the purpose of this article, I conceive the scholar to be a man who is well-grounded in the humanities. He has a broad knowledge of history and geography, is acquainted with the seminal works of literature, has a basic understanding of the fundamentals of biology, physics, and chemistry, and above all has a firm faith in reason. In at least one of these fields he has a command of knowledge greater than that of the general student. Of course, with the proliferation of knowledge in modern times, it is no longer possible for any one man to embrace all fields of learning. The day of the all-knowing Aristotle or Leonardo da Vinci is over.

How about the man who may be outstanding in a special field? Should we consider him a scholar? It is conceivable that a man may rise to the top in such fields as medicine, engineering, or the law, and yet remain in other respects comparatively illiterate. The specialist may be a master in his chosen vocation, but this does not make him a scholar. This point was well punctuated by John Stuart Mill when in commenting on the main purpose of education he conceived it to be the making of "*capable and cultivated human beings . . . Men are men before they are lawyers or physicians or manufacturers; and if you make capable and sensible men, they will make themselves capable and sensible lawyers or physicians.*" In short, scholarship must be built on a firm foundation of broad general education. How broad, and how general, it is impossible to define with precision. But in practice, it will not be difficult to identify the scholar.

**MOUNTING PRESTIGE.** Although the prestige of the man of education kept increasing throughout the 19th century and the early part of the 20th century, it reached its zenith in the heyday of the New Deal. When Franklin D. Roosevelt was sworn in as president in 1933, he surrounded himself with a coterie of intellectuals who came to be known as the "brain trust." Many of these advisers had been college professors or men of literary eminence. Among them were Raymond Moley, Adolf Berle, Thomas Corcoran, Benjamin Cohen, Robert Sherwood, and Samuel Rosenman. Because the crisis caused by the depression that began in 1929 was so deep, these appointments were soundly applauded, except of course by the partisan opponents of the New Deal. It is indicative of the respect in which learning was then held, that F.D.R.'s



"brain trust" was not at that time looked upon with cynicism, or with patronizing tolerance. Nor were they then regarded as addled theorists with plenty of book learning and no practical common sense.

**REVERSAL.** Gradually, however, a subtle change in public opinion took place with regard to the scholar. Beginning roughly in the late 1930's and extending to the present time, we find a growing distrust of the "ivory tower scholar" whose experience had been for the most part gained away from the practical marketplace of economic strife and struggle. By the 1940's we began to find in the press and in the outpourings of political orators contemptuous references to men of the "brain-trust" type as "egg-heads" and impractical theorists.

This waning prestige of the savant was not limited to his participation in political affairs; it spread insidiously until it embraced scholars in all walks of life. That is not to say that the demand for college education diminished. Indeed, and this may sound paradoxical, never in our history did we have so many applicants knocking at the doors of higher institutions of learning for admittance. However, the demand now, for the most part, was for practical courses, particularly in the sciences and mathematics. Proportionately fewer students demanded the advanced courses in the humanities—in history, philosophy, literature, or sociology. Even the student was soon infected by the virus of the cash-nexus concept of education. To him, it was important that his schooling pay off in a practical sense; learning meant becoming a competent doctor, physicist, lawyer, or engineer. Whatever by-products of general education he accumulated on the way were purely incidental to his main objective. In spite of Adlai Stevenson's witty quip advising that "eggheads of the world unite—you have nothing to lose but your yokes," the eggheads were definitely in eclipse and were reduced to nursing their wounded prestige in splendid isolation.

**CAUSES.** The factors that tend to explain the decline of the intellectual in recent years are not too difficult to identify. Probably the most important single one is the rise of totalitarianism in the last two decades. The Nazi and Communist movements were ideologically the most outspoken enemies of the intellectual and

of the life of reason that history has witnessed since the middle ages. The humanistic scholar, the independent thinker, the creative writer were quickly driven out of the universities into concentration camps to meditate upon the error of their ways. The function of the scholar was to serve the state. Either the savant dons the straitjacket provided for him by the political regime or he faces liquidation.

The Nazis were cruder and more forthright in their war on the intelligentsia than were the Communists, but the consequences for the thinking man were the same in both cases. While the Nazis indulged in a holocaust of book burning, the Communists pursued the equally ignoble policy of requiring their university-bred lackeys to rewrite their books to fit ideological Procrustean beds. History and philosophy were refashioned to suit the demands of the state and to coincide with the latest tangents of the party line. George Orwell in his "1984" has brilliantly satirized this process of double-think and double rewrite which is a concomitant of authoritarian regimes anywhere.

**EFFECTS.** Now a peculiar situation developed. The very attitude of contempt for the intellectual integrity and individual vagaries of the creative mind so characteristic of dictatorships began to seep into the interstices of Western thought. The West, in its struggle first with the Nazis and then with the Communists, began to borrow some of the unwholesome attitudes of its opponents. It was reasoned that we are living in an era of crisis. The Communist menace is a real one. The ideological struggle is for keeps and the stakes are the very souls of free men everywhere. Philosophical errors, particularly in the sphere of political thought, are luxuries which we can no longer afford. We too must be hard and tough and mail-fisted. Our writers, intellectuals, scholars had also better toe the mark—the democratic mark to be sure—as drawn by those ruling the political destinies of the Western part of the world. They had better conform or take the consequences. The emotionalism, bordering almost at times on hysteria, engendered by the cold war made it increasingly difficult for the intellectual to function according to the old traditions that made deviation and non-conformity fashionable.

**THE RISE OF THE EGGHEAD.** Out of the bitterness engen-



dered by the ideological struggle there developed an irrational identification of the intellectual with a newly-minted stereotype called an egghead. Like all opprobrious epithets, this term has never been precisely defined. But its overtones were quite clear. Not only did it imply that the intellectual was an impractical theorist, but it also conveyed the impression that he was not to be entrusted with any important role in the making of governmental policy. It soon came to be used as a snarling term of contempt by the anti-intellectual obscurantists to discredit men who were either unorthodox in their thinking or queer in their preoccupation with scholarly imponderables.

From this attitude of distrust toward eggheads who ventured into the political arena it was but a short step to the point of view that the sorry posture of affairs throughout the world was in some subtle way associated with the meddling of starry-eyed intellectuals who were busy cooking up "isms" of one kind or another. By a peculiar process of ratiocination, a picture of the intellectual as a dangerous man was painted in the minds of the unthinking public.

**THE EGGHEAD AS A RADICAL.** Not only was he portrayed as an ivory-tower theorist, but also he was drawn as the originator of exotic notions of a radical vintage. Particularly within the last few years we find stamped upon the public mind an inchoate—though sometimes an explicit—identification of the intellectual with the radical. It has even been charged by some men in influential circles that our universities (the prolific centers of egghead production) are hotbeds of subversion, and that in the process of dispensing higher education we are fashioning a virulent breed of pinkos. Thus from an attitude of patronizing distrust of the impracticality of the intellectual there developed a more robust attitude of affirmative hostility toward him as the architect of a Pandora's box of ideological woes now besetting the world.

There is a devilish irony in this equating of the intellectual with the radical. For the lamentable fact is that the first casualties of the brutal dictatorships of the Nazis and the Communists were the "intellectual saboteurs." Early in the Hitler regime every German university and newspaper was purged of its outstanding liberal thinkers. Likewise the Bolsheviks—particularly in the early days of the revolution and before a new generation of "students" had been inoculated with the potent virus of dialectical materialism

—exorcised the "decadent intellectuals" with ruthless determination. The latter were dubbed kulaks, capitalists, and bourgeois reactionaries, and were quickly separated from their posts as teachers, writers, and scientists, and were either exiled to Siberia or liquidated. Igor Gouzenko in his powerful novel *The Fall of a Titan* has brilliantly exposed the essentially anti-intellectual attitude of the Communists.

**CASUALTY OF TOTALITARIANISM.** The funeral pyre of the books lit by Hitler was a symbol that apparently is now lost upon us. It is tragic that in a "time of troubles"—to use Toynbee's phrase—the first casualty is the independent scholar, the creative artist, or the objective scientist. It is doubly tragic that in the Western portion of the world in which the hope of the survival of freedom still hangs on ever so tenuously, this poisonous hostility toward the intellectual—that is, toward the thinker who refuses to accept as his own, hypotheses pre-fabricated by Authority—is rapidly creating the dominant climate of opinion. Apparently we have not yet learned that simple proposition that every time we adopt—even in the course of the battle for survival—the twisted attitudes of the Fascists or Communists, we die a little until ultimately, even in victory, we are bound to lose our democratic birthright. What will it profit us to defeat Communism only to discover that we have emerged from the battle immutably wearing the scars of their hatreds and their prejudices?

Is not the danger sign in this connection plain when the debating teams of West Point and Annapolis are ordered not to participate in a regularly scheduled debate with other such hotbeds of subversion as Princeton and Yale on the subject: "Should the United States recognize the present Communist regime of China?" Are we not capitulating lock, stock, and barrel to the anti-intellectual Jeremiahs of fear when we declare that certain of our most controversial subjects in the sphere of international relations are beyond the pale of discussion? Is our faith in the thinking processes of our future American military and naval officers so shaky and our belief in the basic health of our democratic institutions so tenuous that we are afraid to send our boys out into the free market-place of ideas? Is this not as good a time as any to remember the lesson taught us by Thomas Jefferson that in a democratic society "error of opinion must be tolerated where reason is left free to combat it?"



**WEAPONS OF THE ANTI-INTELLECTUALS.** The weapons employed by the anti-intellectuals need not even be similar to the crudely repressive instruments used by the European dictators to throttle unorthodox thinking. Robert Hutchins has clearly sounded the tocsin to warn us that we are generating a hysterical climate of fear and thereby imposing upon ourselves mental straitjackets. As long as this miasma continues to poison the air of reason, he points out, it may not even be necessary for the contingent of pugnacious know-nothings to bring pressure on the Senate or House of Representatives to pass legislation designed to fetter the independent scholar. By creating an atmosphere of distrust in which the intellectual is the man who is rocking the political boat, it becomes increasingly difficult to write, teach, or disseminate information according to the time-honored American precept: "Let the chips fall where they may."

Eric Sevareid in a speech made early in 1954 at an Atlantic City convention of educators poignantly described the present sorry state of affairs in these words:

*Ours is apparently not the Age of Faith, not the Age of Reason; some people even doubt it is anymore the Age of Progress. Certainly it does seem to be the Age of Anxiety, not only about the tyranny in other parts of the world but about ours, and this anxiety, this fear has been producing here a gathering flight from reason . . . This movement is in large part anti-intellectual. I think it challenges everything that you in your work . . . stand for . . . It fears the intellect because it is a stranger to it. It has come already to hold the ancient and honorable word "professor" in a kind of primitive contempt; also the word "diplomat," and the very word "intellectual" itself. It is a trend toward what the Nazis called in rationalization, folk thinking, or thinking with our blood.*

**GROWING RESISTANCE.** There is, however, some consolation in the observation that while the intellectual is now on the run, he has not yet thrown in the towel. It is heartening to see the stout wall of resistance that is being built against the grim forces of irrationalism which Sevareid has so aptly described. There are many evidences that leading newspaper editors, educators, scientists, and men in political life are bestirring themselves to

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carry on a last-ditch fight if need be against obscurantism and know-nothingism wherever they may manifest themselves. It is because there is still hope for the forces of freedom that it is doubly important to re-examine at this time the posture of public opinion toward the scholar. There is still time to abandon the ship of frightened men and to reassert our common-sense attitude of "let free men talk their piece until kingdom come."

**SCHOOLS AND ANTI-INTELLECTUALISM.** Not even the citadels of the scholar, the schools themselves, have escaped the virus of anti-intellectualism. This infection has manifested itself in subtle ways. There has been no decrease in the number of American boys and girls who knock at the doors of higher institutions of learning for admission. The standing of the college-bred man in the community has continued to be as great as ever. However, it is growingly apparent that it is no longer his broad command of the humanities that is prized, but rather the pecuniary value of his knowledge. Indeed, the prestige formerly enjoyed by the college-educated man as such, has been transferred to the graduate of the professional schools of engineering, medicine, and law. In short, in so far as public opinion is concerned, scholarship and learning per se have fallen upon evil days.

Nor is this transformation entirely surprising. It is not to be expected that a large and influential segment of society can adopt a cynical attitude toward scholarship and book-learning without its affecting the curriculum, the teachers' zeal and courage, or standards of achievement. This does not necessarily mean that the etiology of anti-intellectualism in the mundane world of affairs was similar to the causes operating in derogation of learning in the schools themselves. It happens that within the last ten or fifteen years this constant undermining of the foundations of systematic scholarship has been unwittingly promoted by schoolmen themselves by an extreme and erroneous interpretation of what passed for the "new education."

**TO TEACH THE CHILD, NOT THE SUBJECT.** One of its chief shibboleths was that "it is the function of the teacher to teach the child, not the subject." It created an artificial dichotomy between the learner and the subject matter he learned. Building on the foundation of the new psychology, with its emphasis on indiv-



idual differences, it properly stressed the dignity of each separate child. It developed the science of mental hygiene with its stress on the therapy of success rather than of failure, of giving each child a sense of belonging rather than of isolation, of being wanted rather than being ignored or rejected. This revolution in education was salutary in nature and augured well for the future development of the individual child.

But the second half of the maxim—"it is the function of the teacher to teach the child, not the subject"—has subtly wrought much evil. Surely we teach the child, but we teach him something. That something cannot be artificially separated from the subject matter which years of tradition have found valuable for a man of culture to possess. The child is not taught in a vacuum. The skills of reading, arithmetic, and writing must be mastered at an early age. Further, it is not unimportant whether he masters them or not, so long as he is happy or psychologically integrated. It definitely does matter whether or not the child by the time he graduates from high school has been grounded in the fundamentals of history, geography, grammar (a bad word?), literature, and the sciences.

**IMPORTANCE OF SUBJECT MATTER.** It is one of the tragedies of present educational practice that subject-matter learning—the beginning of scholarship—is regarded cavalierly by many practitioners of the educator's art. Fortunately this ambivalent attitude toward scholarship has not yet entirely taken over in all our secondary schools. But the infection is potent, and the anti-intellectual disease acquired at an early age is difficult to cure at its later stages. Unless every division of the school system encourages a respect for systematic scholarship, we can expect to produce neither scholars nor thinking citizens. Nor is there any conflict between subject-matter acquisition and the attainment of what the professional educators describe as the "intangibles": the ability to do critical thinking, the willingness to cooperate with other members of a group, the skill to do research, etc.

It is time to realize that the battle which has been raging now for some thirty or forty years between the advocates of the so-called child-centered school—the progressives—and those who stress the importance of subject matter and content in the educative process—the traditionalists—is no longer an abstract debate taking place in the quiet halls of academies. There are many casualties in this

## THE RISE OF ANTI-INTELLECTUALISM

battle, but tragically enough the most important one is scholarship and the tradition of intellectualism. Mortimer Smith, in his mordantly written book *The Diminished Mind*, voices the indignation of thousands of thinking people at the havoc being wreaked in the course of this struggle against the tradition of book learning and scholarship in these words: "*The controversy today is between those who continue to believe that the cultivation of intelligence, moral as well as intellectual, is inextricably bound with the cultural heritage and accumulated knowledge of human-kind (the so-called traditionalists or essentialists), and those who feel that education's primary task is to adjust the individual to the group, to see that he learns to respond 'satisfactorily' to the stresses and strains of the social order (the so-called progressives). Ideally, the two tasks are not mutually exclusive but the advocates of the latter consistently deride the former, engaging in a vigorous anti-intellectualism and a belittling of, and contempt for, content in education.*"

**NO CONFLICT.** It is true that at one time the acquisition of information or knowledge was in practice the major, if not the only, aim of education. That was all wrong. It was necessary to redress the mistake by stressing the importance of character training, and the development of skills and techniques that made subject matter meaningful and the human being individually and socially competent. But in the process of redressing the balance, has not the pendulum swung so far away from its former chief objective of subject-matter acquisition that there is now danger that the child will be taught much only to discover that he is basically an ignoramus?

One thing is certain if we are to survive as a free people: the war on intellectualism must cease. Cynicism, distrust, and fear must be banished from our thinking, and the poisons of hostility toward unorthodoxy and dissidence must be pumped out of the atmosphere. While it is getting late, there is still time to bring about an entente cordiale with learning and to re-establish the former prestige enjoyed by the scholar. History will some day record that the ideology of Communism and Fascism were defeated not by hydrogen bombs but by the vital force of thinking men drawing inspiration from their intellectual leaders.



## What About Phonics?\*

EMMETT ALBERT BETTS\*\*

*(In a review of Why Johnny Can't Read, published in the June, 1955, HIGH POINTS, the editor said, "We'd like to hear from others who have had firsthand experience with either method and have sound convictions on the subject. If Flesch is wrong, he should be answered.")*

*The following, while not a direct refutation of Why Johnny Can't Read, considers some of the problems mentioned by Flesch and comes to different conclusions. In view of the current interest in the teaching of reading, the editors repeat their invitation for additional articles on this important subject.)*

In parent-teacher meetings on reading, one of the first questions is: "What about phonics?" Variations of this question run like these:

"Aren't phonetics important?"

"Why don't they teach phonics today?"

"Does a child in school learn to read by sight or by sound?"

"Why don't they put words together by sounding?"

"Why don't they teach children to sound out words?"

"Aren't sounds a help?"

To teach or not to teach children to sound out words has become a red hot question when parents get together. For the most part, they assume that children no longer learn to sound out words in all schools and in all classrooms of today. Moreover, they take it for granted that the authors of school readers have given up the teaching of phonics.

In 1934 we had more than 3,000 teachers in the United States list their questions about how to teach children to read. At that time about one out of four questions was about phonics. Twenty years later we again asked teachers to list their questions. This time more than two out of three questions were on the topic of "What to do about phonics?"

In short, teachers as well as parents, want to know what to do about "phonics in learning to read." There is more interest in phonics today than there was a generation or two ago.

Parents, teachers, and employers complain about poor reading and spelling. They know that something is wrong but they are not

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too sure of what the problem really is. So it is easy to make the problem simple by pointing to only one or two possible causes: an inability to sound out words or to say the ABC's. Unfortunately, however, the problem is usually not this simple. Therefore, phonics is not a cure-all, or panacea, for all reading ills.

Any reasonable parent, teacher, or business man knows that all reading ills cannot have *one* cause. For that reason, they know that the inability to sound out words may be only one of *many* causes of reading difficulties.

**SHOULD PHONICS BE TAUGHT?** A good reader (1) takes an interest to what he reads, (2) is skilled in the identification of words, and (3) knows how to think when he reads. Without interest, he can be led to books but he won't read them. If he cannot identify words, he cannot understand what he reads and, therefore, loses interest. If he has not learned how to think when he reads, he is only a word caller and can take no interest in reading. These three "firsts" must be considered in any discussion of phonics.

Any sensible parent, teacher, or reading specialist knows that a good reader uses phonics and other word identification skills. These skills are the spokes in one of the wheels of the reading tricycle—the other two wheels being interest and the ability to think.

For the beginner all written, or printed, words are new. They are in his speaking vocabulary but he must learn to tell one group of wiggly lines from another. He must learn how to identify a new word quickly and easily. And he must learn how to recognize the word the next time he sees it. To identify new words and to recognize old ones, he uses a number of skills including phonics.

It would be silly to leave a child to shift for himself in learning phonics and other word identification skills. It would be equally absurd to suggest that phonics is the only set of skills needed by a good reader.

Should children be taught how to use phonic skills? The answer is *Yes!* So far as we are concerned this is not a topic for debate. The basic questions are: When should phonics be taught? How should phonics be taught?

**PHONETICS AND PHONICS.** The terms *phonetics* and *phonics* confuse a great many people. In fact, these terms have been used with the same meaning.



**PHONETICS.** Phonetics is the science of speech sounds, or phones. One who has become skilled in phonetics is called a phonetician. He is concerned with how sounds are made by the speaker and how they are heard by the listener. In short, he is concerned with spoken language.

Teachers and speech specialists take courses in phonetics in order to understand how to help people to pronounce words correctly and to listen accurately. They know, for example, that unaccented *be* in *began* does not have the same sound as the word *be*. They know that *boy* is not pronounced *buh-oy*! In other words, they know how to teach speech production without confusing their pupils with distorted sounds. This is another reason why parents and other untrained, but well-intentioned, people can do more harm than good.

**PHONICS, OR PHONETIC ANALYSIS.** About 100 years ago, a system of phonetics, or sounding words, was advocated for teaching beginners to read. This system soon replaced the old ABC spelling method. Interest in phonic, or phonetic analysis, systems reached its peak around 1920. Since that date, authors of school readers have continued the teaching of phonics as one of several skills for identifying new words and recognizing old ones. That is, phonics has not been dropped by the authors of school readers. This statement, of course, is contrary to public opinion of today.

As late as the 1920's, some authors of school readers went so far as to build reading systems around nothing but phonics. They carried the pronunciation of words to the extreme, paying little, if any, attention to the getting of thought. In fact, one system offered almost eighteen weeks of drill on pronouncing isolated phonograms (e. i. *ba*, *ca*) before the child had any real idea of reading. To the more sensible teachers, this system became known as the "hiss and groan" method of teaching reading.

Some children survived this phonics system, probably because they had high I. Q.'s or unusual language aptitude. Others became mere word callers or crippled word-by-word readers. Many top-notch business and professional men were victims of this system and are now taking adult courses in how to read. Yet there are those today who are very loud about going back to the dark ages of teaching reading.

It is little wonder that the "hiss and groan" system of phonics

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fell into disrepute. It did not make sense then and it makes less sense now.

In some quarters, the "Look and Say" method was substituted for phonics systems as a means of teaching beginners. However, with rare exceptions, the authors of school readers did offer systematic help on phonics as *one* aid to word identification, after the child got the idea of reading. This statement can be verified by an inspection of teachers' manuals published since the 1920's.

In today's reading systems, most children learn to use a small reading vocabulary before they are introduced to phonics. Words in this small vocabulary are identified by meaning, differences in the shape and length of the words, and picture clues. These words are the known words—sometimes called a sight vocabulary—in which the children learn phonic clues as fast as they come to new words containing similar clues.

But what is phonics? It is really translating parts of written words into the sounds they represent. For example, the child learns to know *thi* in *this* so that it serves as a cue to new words, such as *thick*, *thing*, and *think*. He learns to know *ck* in back so that it serves as a cue in *thick*, *clock*, *truck*, *stick*, and *check*. In other words, he learns to look for known groups of letters, or cues, which stand for the same speech sound or sounds.

The letter *scr* in *scream*, *ca* in *cat*, *aw* in *saw*, and *oa* in *boat* represent sounds. The letter *t* in *cat* stands for a single speech sound; *scr* in *scream* or *ca* in *cat*, a blending of sounds; *sat* in *satisfy*, a syllable. All of these letters or groups of letters are called phonograms.

Phonograms are cues to a word. For example, a child who says *s-s-s-s* in attempting to pronounce *scratch* is not using the cue *scr* or *scra*. He is trying to use only a letter-phonics system and, therefore, is not successful. Instead, he must learn to use different types of cues—letters or groups of letters—for different parts of words and for different words.

When a person comes to *think*, *white*, *backache*, *accelerator*, or *machinery* and cannot pronounce them, he must resort to what they mean in the sentence and to an examination of the word form. In examining the word form, he uses single letters or groups of letters as cues. If, for example, he comes up with *ba-cka-che* or *mac-bin-er-y*, he tries again until he rings a bell.

Phonics, of course, is only one way to group letters for pronun-



ciation purposes. Learning phonics skills prepares the child for the use of syllables and other cues to the pronunciation of words. He must also learn how to analyze word forms into syllables, roots, prefixes, and suffixes in order to pronounce an increasing number of longer words in more advanced books.

**PITFALLS.** There are, of course, many pitfalls for anyone who overemphasizes phonics. For example, *ome* is said one way in *dome* and another way in *some*. The letters *is* stand for different sounds in *is*, *satisfy* and *island*. Hence, the same letters may represent different sounds.

On the other hand, a sound may be represented by different letters and letter combinations. For example, the long *i* sound is heard in these words: (*i*)*ce*, *b(u)y*, *b(y)*, *cr(ie)d*, *b(ei)ght*, (*ai*)*le*, *d(ia)mond*, (*eye*), *g(ui)de*, *h(igh)*.

From the few examples given above, it is readily seen that teaching children phonic skills is not to be undertaken by a tyro or an amateur. A knowledge of speech sounds (of phonetics) is a must in order to help rather than to confuse children. Otherwise, the pupils may be thrown for a loss by having to listen to distortions of sounds, such as *er-an* for *ran*, *cuh-at* for *cat*, *clim-bub* for *climb*, *jump-dub* for *jumped*, *wuh-rite* for *write*, *ul-let* for *let*, and other absurdities. These are examples of practices that confuse children and which we have heard and seen and to which many parents have confessed. It is one of the miracles of this age that any child survives such fantastic and misleading teaching. If this is what many complainers mean by phonics, then we want none of it.

**PHONICS AND READING.** Parents can rest assured that phonics is taught by able teachers who follow the teaching plans for school readers. They can also be assured that phonic skills are taught to these ends:

1. The child gradually learns new phonic skills as one aid for identifying and recognizing words in his reading.
2. He gains confidence in analyzing new words in his reading.
3. He acquires the habit of checking the identity of the word against the meaning of the sentence. For example, phonic skills alone will not help him to know how to pronounce *read* or *contend*.

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- in a sentence; he must know how they are used in the sentence.
4. He learns phonic and related skills so well that he uses them automatically, keeping his attention focused on the thought.
  5. He learns clear enunciation and accurate pronunciation.

**PHONICS IN READING.** "How do phonics help in reading?" This question is often raised by parents who seek understanding of their children's needs.

We read in order to find out what the author says—to get the author's ideas. Reading, therefore, is the pursuit of meaning.

All skills—such as finding a word in a dictionary or sounding out words—are servants to our ability to get meaning. For this reason, these skills must be learned so well that they are used automatically—without taking our attention from the getting of meaning.

The beginner is up against two problems: First, he must learn to identify a word the first time he sees it. This is known as word perception. Second, he must learn the skills that will make it possible to know the word when he sees it again. The first problem, then, is word perception, or learning to know a new word; the second is word recognition.

Today the beginner is fortunate. School readers for him are written with a vocabulary that he uses everyday—if he is ready for reading. This vocabulary is based on studies of the words used most often by five- and six-year-olds. Then, too, when the teacher helps the children to record their plans and doings on the blackboard, the vocabulary comes from the mouths of the children. This attention to vocabulary makes it easy for the beginner to learn to read because he learns to identify the written forms of words that are already in his speaking vocabulary.

It is little wonder that so many children dropped out of school in grandfather's day. At that time, beginners had to deal with *bound*, *contrary*, *flapped*, *hoist*, *indeed*, *leather*, *potter*, *really*, *spade*, *snout*, *Troll*, and many other words used by adults. They had to learn not only how to identify the words but also what they meant! Yet those who survived this ordeal look back upon these times as the good old days. They seem to have forgotten their classmates who found the task impossible.

Contrast the jawbreaker and braincracker words used in books for beginners during grandfather's time with those used in modern



readers. Today, children deal with *the, a, mother, is, I, to, and, said* and other words commonly used by them. They begin with the fifty commonest words in the vocabulary of both children and adults. These words account for 50 per cent of those used by children or adults. Furthermore, they are well within the experience of children who are ready to read.

**INDEPENDENCE IN READING.** The analysis of words into their sounds, or phonetic elements, is only one way to become independent in word identification. Moreover, a child may become an expert in sounding out words but he may be a non-reader, or a poor reader, or a very good reader. Whether or not he becomes independent in *reading*, depends only in part upon his phonic skills. When the chips are down, an independent reader not only knows how to pronounce words but also how to adjust his rate of reading to his purpose and how to evaluate the ideas of the author.

After the topic of phonics has been explored to the fullest, there is much more to be learned about other ways of identifying words. And there is much more to be learned about reading. It is the height of folly to expect anyone to become an expert reader by merely "unlocking words."

Many parents and some teachers are good game for the sharp hunter who has a set of phonics books to sell. These salesmen make the most of a fallacy in thinking. They point out that the child can't read and they imply that the cause is a lack of phonic ability. Of course, anyone who can't read also can't identify words. In fact, some people can't remember a word after they had once identified it. And so the salesman sells a set of phonics books that "will give the child independence."

The fallacy, of course, is that the inability to identify words may be only a symptom and not a cause of the child's difficulty. However, the big fallacy is that phonics will make independent readers of all children.

So far as we know, the only way to immunize parents against these superstitions about phonics is to help them to understand child development and the reading process. It is always tempting for a layman to assume *one* cause of epilepsy, common colds, economic ills, or spelling or reading disabilities.

**READINESS FOR PHONICS.** Sometimes parents ask if a child

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should be taught phonics before he is taught to read. This practice has been tried many generations ago and found to be unsuitable. In fact, it was still used as late as the early 1920's. Since the child had no *need* to drill on phonics and, therefore, could see no connection between phonics and reading, he might have been better off doing some old-fashioned setting up exercises. Probably the best that can be said for this practice is that it postponed reading instruction for many children who were not ready for reading.

**PERSONAL NEEDS.** When a hungry man goes down the street, he is likely to *see* pastry shops, hamburger stands, and restaurants. A lover is attracted to displays of diamond rings. Or, a lady who has her mind set on furs is more likely to *see* displays of furriers than she is to see exhibits of new automobiles. In short, personal needs cause us to rule out of our attention certain things and to focus our minds on other things.

Likewise, when a child or an adult comes to a word he cannot pronounce he has a need. His need focuses his attention on the word form and causes him to concentrate on it. He is *ready* to learn how to identify it. This, of course, is when we teach, or help.

To attempt to "teach" a child phonics before he reads is something like trying to get the hungry man to focus his attention on a diamond ring or a set of furs. The hungry man is *ready* to eat, not to buy furs or a ring; a salesman would have a tough time getting his attention on anything but food. For the same basic reason, the child must be "hungry" for help; he must have a *personal need* to learn.

When children are ready for reading, about 90 per cent of them can make a start without direct help on phonics. At four years of age, Shirley, for example, would recognize her name on two different store signs. Later, she wanted to know what the words in grandmother's letter said. At six years, Shirley learned to read from the little compositions which her group dictated to the teacher who wrote them on the blackboard.

Of course, no good teacher hands the beginner a reader and tells him to read, leaving him to his own devices for sounding out words. Such a "lazy fairies" policy yields failure for many children and bad habits for others.

**A PLAN OF ACTION.** A good teacher follows an orderly plan



for helping the child learn many skills he needs to use for identifying words:

First, she makes sure that each child is ready for reading. For example, she makes sure that he can see what is written on the blackboard and the printed words in the book; that he can hear and say the sounds of words. Then she makes sure that he has the mental and emotional maturity for reading. Above all, she makes sure that he has a personal interest in reading.

Sensible parents know that they cannot teach a child to use words which are not in his listening vocabulary. Likewise, a good teacher knows that a child must be able to talk in sentences and to use the vocabulary he will meet in reading.

Second, a good teacher organizes her class into informal groups for different activities, including art, music, rhythm, and reading. She does this because children of the same age vary widely in their aptitudes and abilities. She knows that the children who already have gotten the idea of reading cannot be given the same help as those who are just ready to learn to read or those who have some growing up to do before they are ready.

Third, an able teacher helps her group of beginners to get the main idea of reading—of attending to the thought rather than the word forms. She knows that a good reader is aware of ideas not words. To do this, she records on the blackboard and charts records of their personal plans and doings. She reads to them stories and information they want. She does these and many other things so that her pupils take an interest in "what words say."

Fourth, a well-prepared teacher helps her pupils to hear the sounds in words *before* she calls their attention to the letter or letters representing those sounds. A beginner, for example, may think of "what is it" as one word. Or, he may say *witch* for *which*. They may seem to be far-fetched but nevertheless they do occur. For this reason, the teacher gets her pupils ready for reading by helping them to hear the sounds of words they have been using. (We might add that many adults do not have "an ear" for the sounds of speech.) Furthermore, she makes sure that her pupils can hear the sounds, including syllables, of words as a very important step in developing phonic skills.

Fifth, an alert teacher helps her beginners to learn how to use many different skills for identifying words: using the meaning of a sentence to get a new word; getting clues to a new word from

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the illustration; telling one word from another by noting the lengths or general shapes of words; remembering some outstanding detail of a word.

Sixth, after the children have gotten the idea of reading and after they have a reading vocabulary of fifty or more words, they are ready for phonics. That is, they *need* phonics and other skills to help them tell one word from another.

**A WORD OF CAUTION.** At this point in our discussion, a word of caution is necessary. About nine out of ten children (who are ready to read!) can and do learn to identify words when the above plan is used. But what about the one out of ten or twenty who does not? For one reason or another, they need special help. They may have normal or very superior intelligence, but they still need special types of help.

A child who has difficulty with word learning can be detected during the first two or three sessions with his reading group. For example, he may seem to know a word but he is unable to recognize it five minutes later or the next day. That is, he cannot recall the word the next time he sees it.

The sooner this special help is given, the better are his chances of success. When the help is postponed, these children get tied up in emotional knots which may take months or years to undo. In general, parents and teachers should never follow the advice that "he will grow out of it!"

But this special help is not always more of the same thing. One out of six hundred children may need to use, for a few days or weeks, a method which calls for tracing words, known as a *tactile technique*. As many as five in one hundred children may get their start by another method, known as a *kinaesthetic technique*. Unfortunately, very few teachers are qualified to help children with these special techniques.

**PHONICS AND SPELLING.** A third grade pupil wrote her teacher this letter:

Deer Mis Le,  
Squanto and the Pilgrims wuz a onedirfull buk. If ewe dew not mind, I wood lik too red anuthor buk in the sam syrez.

Luv  
Peggy



Of course, Peggy didn't misspell a single word in her letter. She merely spelled the words as they sound, with the exception of the title of the book which she may have copied. Peggy spelled the words the way they sounded to her.

Some resort hotels—such as Saranac Inn in New York State—use simplified spelling for their menus. Until one catches on, he wonders what language he has missed. These menus and Peggy's letter are proof of how unphonetic the English language really is.

Many people labor under the delusion that high school students can't spell very well because "they haven't been taught phonetics." From our studies it appears that a writer does not have a 50-50 chance of spelling correctly if he spells the word the way it sounds.

Consider the simple word *knife*. The *-n* can be represented by *n* because the *k* is silent. The sound of *i* can be represented by *y* (buy, *y* (shy), *ie* (pie), *ei* (height), *ai* (aisle), *ia* (diamond), *eye*, *ui* (guide), or *igh* (high). The sound of *f* can be represented by *ph* (phone), *gh* (rough), or *ff* (off). Hence, there are literally dozens of ways to spell *knife* phonetically: *neyegh*, *knuiiph*, *nyf*, *nuyghe*, etc.

If the word *knife* seems to be an unusual word, try any other common word. There are many ways to spell *was*, *face*, *foolish*, *there*, *again*, *across*, etc. An inspection of compositions written by children or high school students may shock most non-teachers. As for that matter, look over papers written by college students or parents who write us for help.

One of the major causes of poor spelling is an overemphasis on the way a word sounds. For example, Ernest Horn reported that *circumference* can be spelled phonetically more than 1,000,000,000 ways.

Of course, some people, including college students, misspell words because they hear and say words incorrectly. If, for example, they say *foward* for *forward* or *pronounciation* for *pronunciation*, or *goverment* for *government*, they are likely to misspell them.

It is highly important that a poor speller should know clearly the meaning of the word he wishes to write. It is equally important that he learns to hear the parts—or syllables—of the word. Beyond these two firsts, he must learn to see the whole word in his mind.

Spelling has been brought into this discussion of phonics because to visualize it.

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of popular *opinions*. To make a poor speller, we recommend that he be taught to spell phonetically.

HOW TO HELP CHILDREN. Here are some suggestions on how to help children make the most of phonics in their reading:

1. To challenge rather than frustrate the child, select materials which he can read with understanding and with rhythm.
  - a. Use an informal reading inventory to estimate the child's reading level.
  - b. Avoid books so difficult they cause tensions, lip movement, word-by-word reading, word reversals, substitution of words, etc.
  - c. When there is some doubt, always select the easier book of a series for the starting level.
  - d. Encourage him to decide for himself whether or not a book is too difficult.
2. To insure gradual growth, use reading materials carefully graded in reading difficulty.
  - a. Select materials that are graded from book to book.
  - b. Select materials that are graded within each book.
3. To make reading a worthwhile activity, provide materials in terms of the child's maturity of interests.
  - a. Consider the fact that most school readers are written for children who make "normal" progress in reading.
  - b. Recognize the fact that retarded readers may have interests which reflect much more maturity than their reading skills. For this reason an older child or adult may need books with a high interest level and a low reading difficulty level.
  - c. To avoid mere word calling in reading and to make reading a worthwhile activity, provide books that make sense—that are interesting.
4. To give the child a chance to use his word identification skills, always provide for the first reading a selection to be done *silently*.
  - a. Be sure he knows why he is reading a given selection.
  - b. Encourage the child to ask for help on words he cannot identify.
  - c. Guide him in using his phonic skills to analyze the word.
5. To give the child a feeling for the importance of phonics



and other word identification skills, provide help when he needs it in a reading situation.

- a. Inquire regarding which part of the word is causing the trouble.
  - b. By covering part of the word, call his attention to a phonic clue he has used in other words. For example, he may know *sa* in *sat* or *and* in *hand* as cues to the new word *sand*. Or the cue *care* may help him to identify *careful*.
  - c. Compare and contrast a known word with a new word, such as *but* and *bus*, *be* and *being*, *queen* and *queer*, etc.
  - d. If the word is mostly unphonetic—for example, *come* and *done*—and if the child cannot get it from the sentence, tell him the word.
6. Before calling attention to the word form, make sure that the child hears and says the sounds correctly.
- a. Use the syllable as the pronunciation unit.
  - b. Say the word without distorting the sounds, especially the unaccented syllables. Avoid prolonging or otherwise distorting the sounds represented by letters and groups of letters, as *c* or *ca* in *cake*, *ch* or *cha* in *change*, *th* in *bath*, etc.
7. To help the child get the right start, call his attention to the first part of words.
- a. To develop habits of left-to-right word attack, call attention to the first parts of words as cues; e.g. the *c* or *ca* in *can*.
  - b. To speed up reading, begin with the study of the first parts of words. (Research has demonstrated that the first parts of most words in beginning reading are more important cues in actual reading than the last parts).
  - c. To give the child confidence, begin with easily identified cues. For example, the *r* or *re* in *red* is more easily heard and seen as a cue than the *tr* in *train* or the *bl* in *blue*. (Since vowel letters represent more different sounds than consonant letters do, the beginner will have an easier time with consonant letter cues.)
8. After the child has learned to note common cues in the first parts of words, call his attention to the last parts of words.
- a. Begin with common parts that are easy to identify, such as *t* or *at* in *bat*, *g* in *dog*, etc.
  - b. Proceed with common rhyming elements and blends, such as *at* in *bat*, *all* in *call*, *tch* in *catch*, etc.

- c. Emphasize the last parts of words when the child is over-dependent on first parts and makes meaningful substitutions, such as *house* for *home*.

9. After the child has learned to identify common first and last parts of words and syllables, call his attention to vowels and diphthongs.

10. To help the child to use his phonic skills, always teach him to see the cues, or parts, in the *whole* word.

- a. Begin with an analysis of the *whole* word, not by presenting him with isolated, meaningless parts of a word. This is, call attention to the *r* or *re* in *red* rather than to *r* or *re* written in isolation from the whole word.
- b. End the analysis with the *whole* word before him.
- c. To prevent the habit of labored sounding out of words, teach the child the use of cues in the *whole* word.

11. Teach the child to check on his phonic skills by using the meaning of the sentence. (This is his most important insurance against the "unphonetic" and shifting sounds of words.)

- a. Since the pronunciation of certain classes of words—for example, *lead*, *read*, *present*, *minute*, *absent*, *bow*, etc.—depends upon the meaning, the child must learn to think about what he is reading in order to use his phonic skills.
- b. Since cues to the meaning of certain classes of words—for example, *and*, *but*, *for*, *to*, *when*, *with*, *before*, *because*, etc.—are gotten from the sentence structure, the child needs to have a "feeling" for sentences. That is, he needs to acquire a sentence sense to help him identify written words.
- c. Make sure the child knows the meaning of the word he needs to identify. Otherwise, he will not know whether it makes sense in the sentence.

HOW TO CONFUSE CHILDREN. Here are some examples of practices that confuse children and, therefore, interfere with their growth in reading:

1. Drill the child on the rote memorization of the alphabet before he goes to school. If this practice doesn't confuse him, it may give him the idea that reading is the memorization of letters. By the time his reading group is ready for the primer, he will be completely lost.



2. Drill the child on looking at and saying isolated parts of words before he gets the idea of reading. For example, have him practice looking at and saying meaningless parts, such as *ca, tw, le, d, oy, ow*. Since he has no felt need for this drill, he may learn to hate the sight of these phonograms. Moreover, he may become quite expert in making these hisses, grunts, and groans. He may finally get the idea that reading is merely translating phonograms into speech noises.

3. Obtain a list of 100 or 200 common words and give the child daily drill on pronouncing them. Since the words are without meaning for him, one or two things may happen: he may not recognize them in a story; or, he may learn to call out each word in a story without any idea of what the story is about. Of course, this training may make a child a non-reader or a poor reader but it may qualify him as a train conductor.

4. Use a ready-made phonics system for teaching the child to "read." For example, buy a set of workbooks or textbooks on phonics. A special effort should be made to get phonic books that imply a guarantee of "word independence" or "functional phonics" or "fun with phonics" or "learning to read with phonics." These books are likely to be written by people who know very little about phonetics, phonics, word perception, or for that matter, reading!

To do a good job of confusing the innocent child follow the suggestions of the authors of special books in phonics. For example, make the child see and hear the connection between the letter *I* and *Indian*. Don't let the fact bother you that the sound of the word *I* is not heard in *Indian* because this is a part of the plan to confuse the child.

To make the learning situation as artificial as possible, find a book in which the words are printed in two colors. Parts of words will stand out if they are printed in a bright red, green, or blue and the other parts in black. If you don't think this will throw the child for a loss, try it out on an expert reader!

Frustration may be added to confusion by selecting special phonic books that are loaded with many new and many unusual words on each page. Since the purpose of such books is to give the child practice not in reading but in pronouncing words, the child is to concentrate on sounding out words rather than on thinking.

To make sure the child becomes a good hisser and groaner, and, therefore, a poor reader, select books which offer page after page of lists of words. Don't worry about the fact that *whence, hence, centipede, knack, sage, lunge, slue, shrew, squall, romp, quench*, and *flank* are tucked in among the common words. This is all part of the plan to divorce phonics from reading.

5. Make the child try to read books independently that have at least one or more unknown words in twenty running words. This practice is guaranteed to cause him to stumble over words, to whisper or mumble the words as he tries to read silently, to become tense, or to give up in disgust. If you don't think this is true, try reading a book written in a foreign language when an unknown word occurs in every twenty words or when there are two unknown words in the same sentence. And there you are—stuck!

6. When a child asks for help on a word make him listen to the distorted sound of the word. For example, say *z-z-z-and* or *sub-* for *letter*. Or better still, distort the sounds of syllables: say *let-ter* for *letter*, *rib-bun* for *ribbon*, or *ta-bul* for *table*. These practices multiply the child's confusions on the relationship between parts of written words and the sounds they represent.

7. Teach the child to look for *be* in *her*, *now* in *nowhere*, *yes* in *eyes*, etc., even though he cannot hear the sounds in the spoken words. Or, have him look for *at* in *match* or *it* in *pitcher*, overlooking the *t* as a part of the *tch* blend. This practice is mildly confusing but it is something to keep the child busy with non-sense activity.

8. To complete the child's confusion, follow the advice of the author of a recent publication: have the child note that *school* and *store* begin alike. It is true that these words begin with the same letter. The word *school* begins with *sch* or *schoo*, *store* with *st*. Too many children are having trouble with *school*, *store*, *strong*, *smile*, etc. because they try the *s-s-s* and don't see and hear the *sch*, *st*, *sto*, or *sm* blends.

The above is a listing of some of the things which parents—and some teachers!—do to give children mixed-up feelings regarding reading. If these children are emotionally disturbed before they start to read, they are really "undone" after these experiences. If they are not quite ready for reading when they have these weird and awful experiences with written words, they become fugitives



from books. On the other hand, if they have high I.Q.'s and lots of emotional stability, they may survive.

Here is a sample of the efforts of a child who had been misled into thinking he could read because he knew how to sound out words:

T-T-Then-then the f-f-fun-ne o-old muh-muh-man t-t-twook took me t-toe-to huh-huh-huh-is-his h-ho-huz-house.

You are right; he didn't know the meaning of the sentence when he finished the pronunciation of the words.

**IN CONCLUSION.** Phonic skills are very important in learning to read. How and when these skills are taught must be considered thoughtfully. Briefly, these conclusions appear to be sound:

1. Phonics is only one aid to the identification of printed words.
2. Systematic help on learning these skills develops more independence in word identification than a look-and-say method.
3. Help is given on phonics after the child has a need to identify a word in a reading situation. That is, drill on analyzing isolated words or on identifying isolated phonograms is not likely to help the child when he meets a new word in a meaningful situation.
4. Help on phonics is more effective when
  - a. The child analyzes words which he *needs* to identify in order to get the thought.
  - b. The child learns to analyze a word for cues (groupings of letters or pronunciation units).
  - c. The child learns to verify his identification of the word with its meaning in the sentence.
  - d. The child learns to see cues in the *whole* word, as it appears in a reading situation.
  - e. The child associates natural rather than distorted sounds with the pronunciation units of printed words.
  - f. The child *gradually* learns new cues to the analysis of word forms.
5. When phonic skills are applied to the *syllables* of words, the child improves in both reading and spelling.

The important point to remember is that phonic sounds must be learned in meaningful situations in order for them to be used effectively. When the child is taught to grunt and groan through words, the purpose of phonics instruction is missed.

## WHAT ABOUT PHONICS?

Basically, the idea of phonics instruction is to help the child become at ease in the use of word-form and meaning clues to the identification of words. When he gradually learns how to look for cues or pronunciation units in words, he finds that word identification is the simplest thing in the whole complex process of reading.

The purpose of phonics instruction is to help the child learn one aid to word identification. It certainly is not to make him an expert in phonetics or in linguistics. Nor is phonics instruction designed to have the child memorize a set of rules which he must recite when he comes to each new word.

Much of the folderol and commotion about phonics only makes the issue obscure. Children can become capable users of phonics when parents and others lay off doing all the non-sense which confuses them. When able teachers give the children step-by-step help in material they can read, the learning of phonic skills becomes a relatively simple matter. In short, there is no reason why phonics should be the bugaboo it now is for many children—and for many parents.

Of course, parents have a right to know that their children have a sensible and a functional program for phonics all the way through school. But it is even more important that parents are assured that their children are being taught *how to think* in reading.

## "SAY IT LIKE THIS."

1. You can always tell a teenager—but not much.
2. An earful of idle talk is usually just plain corn.
3. The economist who predicts falling prices, realizes the gravity of the present situation.
4. Many an envious woman spends her time in trying to ferret out how her neighbor got her mink.
5. One way to make the little pigeon at home behave is to talk turkey to her.
6. When ordering steak in a foreign country be sure to make no beef about it.

—JOSEPH SCHROFF



## HIGH POINTS OF HUMOR



Courtesy: The Saturday Evening Post

## Education in the News

*"The opinion of the strongest is always the best."*

—La Fontaine

In this age of specialization it takes a specialist to evaluate a specialty. The layman is helpless before the mighty mastodons of esoteric minutiae, and in any battle between specialists of equal rank, even the informed layman is apt to be trampled in the conflict.

In many matters and areas we may indulge our propensity for free wheeling; we may slash at every windmill with impunity and glee; in literary criticism we may accept the canonical embalmments of the classicists, or the brash perfumed air of the impressionists. In art, be you a 19th century Bouguereauiste, or a 20th century non-objectivist, fantasist, or any other artistic Zeitgeistist, you may have your private hustings and beat the drums for your particular cup of tea.

Not so in all areas. Who will dispute the findings of a nuclear physicist? Only another nuclear physicist. Or a psychologist? Or a psychiatrist? Here the confidence and support of the layman are maintained by interpretive, popularized statistics, by medial ambassadors of good will—professional men and women; educators, ministers, etc.—whose approval serves to link the technician and the layman.

In the main, the layman, after he has gone as far as he can, says, in effect, "Okay, you're the doctor!" Of course, if he doesn't like the doctor, he is not limited by fiat; he can get another. That's fine.

Now take the current relationship between psychiatrists and psychologists. Did you know that under the Medical Practice Act of the State of New York, control of all child guidance work is vested in the hands of psychiatrists? Is that bad? Frankly, I don't know, but there is a movement on to expand this act which will reduce and delimit the services of psychologists. This sounds bad to me, for even as a layman in this area, I know two things: (1) Our need of the services of psychologists is far greater than the present availability of those service. Any legislation which will further curtail such services is clearly ill-advised. (2) The largest area of school need is psychological rather than psychiatric. To be sure, both services are vital, but diminution of present psycho-



logical services and relegation of them to the area of testing alone—laboratory bottle-washing, that is—would take from the school the small assistance they now receive.

There is a doctrinaire battle going on at the present time in which the average layman can take little part. Claims and counter-claims cannot easily be evaluated except by members of the medical, psychiatric, and psychological professions. The most we can do is ask, "How will this affect present services in the schools?"

Ernest Harms, editor, *The Nervous Child*, has written a report in the March 5, 1955, issue of *School and Society*, entitled "The Psychotherapeutic Civil War." In it he points out how expansion of the new legislation will limit diagnosis and therapy of nervous and mental disease to the licensed physician, and how, since the incidence of need is greatest among school children, this area will suffer most. Following are a number of selected paragraphs from Dr. Harms' article.

"... Today in almost 80% of its therapeutic treatment, psychiatry has turned again to forms of physical medicine reminiscent of the treatment the insane received before 1800. It is this general anti-psychological development in psychiatry which is the basis for the scientific fight against psychologists as therapists..."

"... As a special field of medicine, psychiatry deals with mental diseases which present a very clear somatic picture. These include all psychotic disorders and serious neuroses. The essence of psychiatry is concerned with the physical and chemical treatment of any kind of mental ailment, and to apply the needed tools one must have a medical-therapeutic training

"Let us look specifically at the diagnostic and therapeutic aspects of the field which the psychiatrists are attempting to monopolize. On the diagnostic side, we find that most investigative methods, especially the standardized tests on abnormal behavior, have been developed by psychologists..."

"... The therapeutic area is the one in which there is the greatest dispute. The main argument against the psychologists today is the claim that he does not have the proper medical (that is, physiological) knowledge of the general status of the sick person. To evaluate this argument one must remember

that the psychologist works only with the purely psychic disorders which do not need physical treatment. Secondly, a properly trained psychologist has had some instruction in human physiology as well as in the social aspects of human behavior..."

"... This problem is especially serious in regard to child guidance. Perhaps four per cent of all children are in the psychotic class as compared with the greater number of adults in this category. Moreover, child psychiatry is still an infant science which must yet overcome its disorganization and lack of clarity. The number of children who need help in 'the everyday problems of the everyday child' is very large. Such problems include behavior difficulties, learning abnormalities, and social adjustment, all of which need remedial education, psychotherapy, and social training—not psychiatry..."

"... When the writer directed the Beth David Short-Term Child Guidance Clinic... almost 25% of the applicants proved to be purely pediatric cases needing pediatric physical help and not psychological help, and only six per cent needed actual psychiatric aid. This is an average picture of any child guidance clinic; it is evidence that the psychiatrists' demand to control all child guidance work and to prevent the psychologist, especially the educational and child psychologist, from giving treatment is unjustified and dangerous to child health..."

"... There is no reason why psychiatry and psychology cannot work side by side and profit from the other's experience if psychiatry could only be persuaded to relinquish its desires for a psychotherapeutic autocracy which caused the present professional civil war..."

JACOB A. ORNSTEIN

East Elmhurst J.H.S. 127, Queens



#### THOUGHT FOR A NEW TERM

Edwards. "I am grown old: I am sixty-five." Johnson. "I shall be sixty-eight next birthday. Come, Sir, drink water, and put in for a hundred."

—James Boswell, *Life of Dr. Johnson*



## Chalk Dust

*Instructors of in-service courses observe worthwhile teaching devices. Here is one submitted in C502, a supervision course. If you have a technique to recommend, send a brief description (150-250 words) to Irving Rosenblum, J.H.S. 162, Brooklyn 37.*

### PLANNING PUPIL PROJECTS

During the school year, every pupil in my science class prepares at least one project. Sometimes two pupils work together, but their project must then reflect the work of both pupils.

To assist my pupils, I have prepared a mimeographed bibliography telling where ideas for projects may be gotten. The children pick any project in science (not confined to any one unit) and submit it for approval before starting work. They are given about four to six weeks to do the project. Each child is judged on his own work, keeping in mind his capabilities. These criteria formulated by the class and teacher, guide the evaluation of the project:

1. *Did the pupil do most of the work (though parental help is encouraged)?*
2. *Does the pupil understand the principles involved?*
3. *Does the pupil explain the project in his own words?*
4. *Can the pupil answer reasonable questions about his project when asked by both teacher and class?*
5. *Does the pupil have charts to aid his explanation?*
6. *Is there a bibliography?*
7. *Was anything new given?*

The interchange of opinion affords training in reflective thinking and oral expression for both the speaker and the critics.  
PHILIP DODELL J.H.S. 240, Brooklyn

### THE ENDS AND THE MEANS

There is now less flogging in our great schools than formerly—but then less is learned there; so that what the boys get at one end they lose at the other.

—Samuel Johnson, 1775



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# HIGH POINTS

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## The Work-Study Habits of Academic High School Students\*

The theoretical and experimental literature dealing with the work-study habits of high school students throughout the country does not paint a very pretty picture. Let one authority in the field speak for the rest. "*Work-study skills are still a slighted area in the development of adolescent youth, both in the junior and senior high school, and in the early years of college.*" The complaint is widespread that, in general, students who enter the high schools are not in command of those work-study skills needed for successful high school work. Those who have carried on investigations in this area agree that, unless the high schools undertake a specific program of improvement, there will be little or no growth in work habits *as a result of the mere process of maturation.* Answers to the questionnaires sent out by our Committee reveal that most New York City high school principals and their staffs concur that the work-study habits of many entering pupils are below par, and that this deficiency is one major cause of student failure in high school. There is little doubt that one of the important reasons why students drop out of high school before graduation is that they have never mastered acceptable work habits.

### The Causes of the Present Situation

It is not too difficult to determine the causes of this unhappy state of affairs. In the first place, in dealing with work-study habits, we are concerned with intangible and elusive factors which are difficult to measure or appraise. Yet, unless the teacher becomes consciously aware of the need to plan for their cultivation, as part of his daily teaching, they tend to be neglected. Because high school teachers have such overloaded courses of study to handle, they frequently operate on the theory that if the necessary content is well taught, somehow or other the concomitant work-study habits will also be mastered.

\*A report of the Committee on Work-Habits of the High School Principals' Association: Frances Hennessy, Fort Hamilton High School; William Reiner, Research Associate, Board of Education; Alfred T. Vogel, Seward Park High School; Samuel Welkowitz, James Madison High School; Abraham Margolies, Chairman, Boys High School. This is the fifth article of a series.

HIGH POINTS is a publication for the dissemination of articles written by members of the school system. The opinions expressed are those of the writer of the article. The articles should not be interpreted as expressing the point of view of the editor, the High School Division, the Superintendent of Schools, or the Board of Education.

The contents of HIGH POINTS are indexed in THE EDUCATION INDEX, which is on file in libraries.



Secondly, it is not easy to isolate the work-study skills from the complex pattern of student behavior. In general, every teacher knows that for a pupil to do good work in his subject, he will have to know how to read with a fair degree of comprehension and speed, how to tackle a homework assignment, how to make a report on a given topic, how to draw up a simple outline, and how to interpret a map, chart, or graph. But little is known about the complexities of the skills that must be brought together in order to fashion an acceptable mosaic of good work-study habits.

Thirdly, there is ample evidence pointing to the conclusion that "left to their own devices, pupils do not improve significantly (in work habits) after the early grades in the elementary school." It would follow from this that the greatest development of work-study habits takes place in the early and middle grades of the elementary school. If, by the time the pupil has entered junior high school, and certainly the senior high school, his study habits are faulty, they will tend to continue that way *unless specific instruction on study techniques is given.*

Fourthly, not too much is known about the exact techniques which should be employed by teachers to inculcate good study habits in their pupils. While teachers in general are skilled in teaching subject matter, they are less well trained in the art of teaching proper study skills.

Fifthly, both teachers on the job and experimenters in the field agree that one of the important barriers to the formation of good study habits is the lack of a proper attitude or motivation towards study on the part of the students. Thus one investigator concludes, "*It is less important to coach him (the student), in techniques of study than to inculcate in him the motives for, and habits of, vigorous persistent effort. Probably if such habits are attained, the student will, of his own accord, learn the techniques that are compatible with his level of ability.*" Thus the teaching of good study techniques must be harnessed to the pupil's awareness of his motives for acquiring them.

Finally, the problem is not localized in the school only. It is essentially a school-home problem. Given the finest teaching of study habits in the school, if the student's home is pervaded by an atmosphere of emotional strain, or if there is no quiet place in which to study, or if the student is habituated to doing his

homework to an obligato of radio or television noises, how can we expect the cultivation of proper work-habits? It must be obvious, then, that unless the cooperation of the parents is enlisted to the end that a home atmosphere conducive to study is established, all of our efforts to achieve this important objective of education will be of no avail.

### The Questionnaire

In order to gather data on the status of students' work-habits in the high schools, together with a picture of what our high schools are doing to improve this neglected area, our Committee formulated a questionnaire which was sent to about fifteen typical academic high schools. To clarify the thinking of the principals, chairmen, and teachers whose job it would be to answer this questionnaire, we divided work-habits into three big areas. The first and most important was concerned with those work-study skills which are most directly connected with the *learning* process; the second dealt with the student's *personal* work-habits; the third with his *social* habits.

### Work-Habits Defined

Under the first main heading, that of learning-study skills, we included the following sub-headings:

1. Ability to read with comprehension
2. Ability to study efficiently
3. Ability to do a simple research assignment
4. Ability to think critically
5. Ability to interpret maps, charts, globes, and pictures
6. Ability to make a report (including the skills of outlining, organizing, developing a paragraph, and being able to express oneself both orally and in writing).

The second large heading, dealing with personal work-habits, was broken down into the following elements:

1. Punctuality
2. Care of necessary equipment
3. Neatness of written work
4. Dependability in doing homework



5. Readiness and willingness to participate in classroom activities.

The third major heading, dealing with the social habits of individual pupils, consisted of the following sub-headings:

1. Ability of students to get along with others
2. Ability to assume responsibility in a group
3. Ability to participate in group activity
4. Respect for other points of view, including a sympathetic attitude towards minority groups
5. Willingness to join school clubs and teams, and to take part in extracurricular activities
6. Respect for public property.

It will readily be seen that the Committee conceived of work-habits broadly. The Committee also felt that it could not dissociate a pupil's personal work-habits—his punctuality, his perseverance, his dependability—from purely technical study skills. Likewise, a pupil's work-study habits are inextricably interwoven with his social outlook and patterns of behavior. We know that a scholar, operating in his ivory tower away from groups of people, is an anomaly in this day and age.

#### What the Questionnaire Revealed

The survey undertaken by our Committee and, particularly, the results of the questionnaire submitted by various high schools reveal general dissatisfaction with the caliber of student work-habits. There is agreement among those answering the questionnaire that the work-habits in which students are weakest upon entering high school are these: the ability to read with comprehension; the capacity to study efficiently; and the competence to do a simple research assignment or make an acceptable report based upon their researches. The personal work-habit in which students seem to be weakest is "dependability in doing home work." The social habits in which entering pupils most need improvement are the following: first, ability to assume responsibility in a group; second, willingness to take part in extracurricular activities; and third, respect for public property.

Upon graduation from high school, according to the answers received, the greatest degree of improvement in student work-

#### WORK-STUDY HABITS

habits takes place in those fields in which they were the weakest to begin with, namely, in their ability to read with comprehension and to study efficiently. Likewise, the high school graduate shows a marked growth in such personal traits as dependability and perseverance. Also the high school graduate seems to have developed a considerable tolerance toward minority groups and a healthy respect for other points of view. However, we must recognize that these conclusions would be somewhat different if those who now drop out of school stayed on until the end.

Of course it must be recognized that the answers to these questionnaires were almost entirely subjective in nature. They were predicated upon the opinions of chairmen and teachers and based upon pragmatic experience rather than upon any scientifically administered tests. The fact is that there are very few reliable objective tests which are capable of measuring the many intangibles that form the complex pattern of students' work-study habits. In the last analysis, the achievement tests the youngster takes plus his observed behavior constitute the strongest evidence of how well or how poorly he has mastered the needed work-study habits.

#### What Our Schools Are Doing to Meet the Problem

Although the Committee was interested in ascertaining the status of pupils' work-habits as they entered high school and upon graduation, our major concern was with what the high schools are actually doing to improve student work-habits. Our survey shows that the high schools are making a persistent and many-faceted effort to improve the learning-study skills outlined above. This purpose is revealed in every area of the curriculum, the guidance program, and the extracurricular activities of schools.

**THE READING PROBLEM.** One of the major sources of teacher and student frustration with reference to high school work is the tremendous growth in the number of pupils now going to high school who are badly retarded readers. A previous article in this same series, entitled "The Improvement of Basic Skills in the 3 R's," bears eloquent statistical testimony to this appalling fact as well as a detailed summary of what the schools are doing about it. However, since reading disability is at the root of the



work-habits problem, we shall have to deal with it in this study, but of course only in so far as it relates to the question we have undertaken to survey.

What are the steps now being taken by the high schools to cope with the ever-mounting number of seriously retarded readers? One important means of meeting this problem is the growing practice of organizing special remedial reading classes. These consist of pupils who read anywhere from two years below expectancy to the zero point of reading ability. All English departments in the high schools have accepted the responsibility for diagnosing the specific reading disabilities of entering students through standardized reading tests. These disabilities are broken down into the following categories: physical handicaps, inability to recognize phonics or words, inability to acquire meaning from sentences, inability to get the main idea or specific points, and insufficient vocabulary. The remedial reading classes which have been established in most high schools are in addition to the English classes and, in general, consist of small groups of pupils who are given individual instruction in terms of specific weaknesses as revealed by diagnostic tests. As yet the High School Division has not been too successful in convincing those in charge of the city budget of the need for more teachers for remedial reading. In terms of the gigantic proportions of the problem, we are only beginning to scratch the surface. However, all schools report that wherever classes have been set up under specially trained teachers, the improvement has been gratifying.

The high schools have also placed a heavy stress upon a rich program of reading in connection with the regular classroom work, particularly in English, social studies, and the sciences. Many schools set a minimum number of required book reports in English classes. Most social studies departments also prescribe the reading of a certain amount of supplementary material, such as biographies, histories, current event articles, and historical novels.

**THE FUNDAMENTAL LANGUAGE SKILLS.** In the English departments of most high schools to-day, there has been a salutary revival of an emphasis upon the mastery of fundamental language skills: vocabulary enrichment, correct usage, ability to write a set up graded courses of study which aim to develop the basic

meaningful paragraph in good English, etc. Many schools have set up graded courses of study which aim to develop the basic language skills. An English department of one school recommends the practice of giving a series of exercises known as "Daily Vitamins for Good Usage." These supplement the lessons on good usage based up the pupils' own written work. Since facility in written expression is so important an aspect of good work-habits, many schools are now stressing more than ever the satisfactory mastery of the techniques of good written composition.

One school reports that a unit of work called "The Tools of Learning" is prescribed for all of the English classes. This is a unit on methods and materials of research. Its major aims are these:

1. To acquaint the pupils with the research resources of a library and how to use them efficiently
2. To teach the pupils the techniques of collecting and organizing materials
3. To teach them how to write a manuscript based upon research

The English teachers working together with the librarians as a team emphasize the acquisition of fundamental library skills such as the following:

- (a) Using the card catalogue intelligently
- (b) Getting acquainted with important reference aids
- (c) Learning how to use a book intelligently: table of contents, footnotes, glossary, bibliography, and index
4. To show the pupils how to gather materials for a report and to teach them how to—
  - (a) Select an interesting subject
  - (b) Prepare a bibliography
  - (c) Take notes on the books read
  - (d) Outline and write the report.

**STUDY HABITS AND HOMEWORK.** Intimately related to the problem of deficiency in reading and other language skills is the students' inability to study properly and do a creditable homework assignment. As teachers, we feel that homework assignments



habituate students in a pattern of orderly procedures, budgeting of time, and working efficiently. They must read purposefully, memorize and drill, search in the text for answers to questions, find relevant information, outline and organize their answers. Although the efficiency of homework as a means of improving work-habits has been called into question by several investigators, almost all high schools still operate on the hypothesis that homework is necessary, both as a supplement to what is taught in class and as a method of giving additional training in the acquisition of desirable work-habits.

**GENERAL PRINCIPLES RE HOMEWORK.** Accordingly, many high schools have worked up a series of general principles relating to homework which are meant to serve as a guide to all teachers. The following statement of general principles drawn up in one school is typical of the philosophy of the academic high schools with reference to homework.

1. With the exception of health education, typewriting, shop, and certain areas in the music department, homework should be given to all classes. The homework assignment should, as a rule, require students to do written, as well as oral, work.
2. Elements of a good assignment:
  - (a) The instructions should be clear.
  - (b) The assignment should be definite.
  - (c) The assignment should be motivated.
  - (d) The difficult points should be gone over in advance.
  - (e) A type problem should be worked out in class or a model shown.
  - (f) A mimeographed list of source of materials should be distributed to the pupils.
  - (g) The assistance of the library should be enlisted to make available books and periodicals on an assigned topic.
  - (h) Students should be given guidance in looking up materials by having lessons devoted to the use of the facilities of the library.
  - (i) In each subject class students should be given in-

struction periodically in how, as well as what, to study.

3. Homework should never be assigned as a punitive measure.
4. The assignment should be of such duration that it would require a minimum of 30 and a maximum of 50 minutes per subject. The time allotment should be adjusted to modified, normal, and bright classes.
5. Teachers should be alert to the necessity of differentiating assignments to meet the varying abilities within a group.
6. Homework should be assigned daily, but exceptions may be made for sound pedagogical reasons.
7. Homework should be checked with sufficient frequency and regularity so as to establish good homework habits on the part of the pupils.
8. The proper techniques of doing homework should be taken up in class at the beginning of each term.
9. Each department should discuss standards and have a common understanding of what is desired in terms of neatness, completeness, and accuracy of content.
10. The weighing of the homework in the determination of grades in each marking period is properly a departmental matter. A consistent policy should be formulated by each department.

**RELATIONSHIP OF WORK-HABITS TO STUDY.** Perhaps the greatest value of homework is its contribution to the improvement of study-habits. Every high school has directed itself to meeting this problem. Some schools get out general mimeographed directions on how to study. These form the basis for discussion in subject classes and in group guidance classes on proper techniques of study. The "How to Study" manuals are usually drawn up by faculty committees on a school-wide basis and approved by the supervisory staff. Faculty meetings are occasionally devoted to consideration and revision of the instructions. They vary in content in different schools, but basically they cover such items as time and place of study, steps in doing a written assignment, studying for tests, and developing self-reliance. These suggestions usually provide the basis for one or several lessons in class at the begin-



ning of the term, and they are required to be pasted into students' notebooks for steady reference.

**HOW-TO-STUDY MANUALS.** The material supplied by several of the contributing schools is quite voluminous and suggestive. Some of these manuals of study are ingeniously devised—one was illustrated with a series of lively cartoons designed to motivate the reading and application of the rules by the pupils. Somewhat similar materials have been devised by individual departments, with additional suggestions applicable to the several subject areas. In some schools an orientation course given to first or third term pupils includes a unit on studying efficiently. A film on "How to Study" is presented to all classes of the English Department in another school. More generally, the official-room teacher is required to offer guidance in study techniques and to supervise the study habits of pupils during the official period. The following headings (the details have been omitted to save space) on a typical "How-to-Study" instructional sheet will give the reader an idea of what is covered.

1. When to do homework
2. Making sure that you understand the homework assigned
3. Getting ready for study
4. Where to study
5. How to read a textbook assignment
6. How to do a written assignment
7. How to prepare your notebook as a tool for study
8. How to study from your notebook
9. How to develop an interest in your studying
10. How to study for a test.

**THE STUDY HALL AND WORK-HABITS.** It would seem to the uninitiated that the proper place for the cultivation of good work-study habits would be the school study hall, but nothing could be further from the truth. The typical study hall in the high school is, for lack of any other space, the auditorium. In this large arena anywhere from 50 to 500 students are gathered during their study period. As a rule from one to five teachers are assigned to study hall duty. Under ideal conditions this would mean that these

teachers would be available to help students with their homework or with other study problems, but the teachers assigned to this duty are carrying a full program of five teaching periods plus an official class. Their energies are already fully taxed by the heavy burdens which they bear.

**THE NEED FOR TRAINED STUDY-HALL PERSONNEL.** How much better it would be for specialized personnel to be allotted to each high school to man the study halls so that pupils would have the benefit of supervised study! Naturally, this would mean the allocation of additional positions to each high school for this purpose. This means money, and "there's the rub," but, if the study hall is not to become a farce, indeed if it is not to defeat its own purpose and actually encourage pupils to develop sloppy study and work-habits, this much needed service should be granted to all high schools. The cost, in terms of the dividends it would ultimately pay, would be negligible. Since we have progressed to the point of providing schools with librarians, laboratory assistants, swimming teachers, and other much needed auxiliary help, why not experts on study? This does not mean that a separate license would be necessary, but merely that the positions would be allotted to the schools. Each faculty has several teachers who are skillful enough in helping pupils with their study problems—one, let us say, in the related fields of mathematics and science, another in English and social studies, and so on.

**THE LIBRARY AND WORK-HABITS.** One of the most important agencies of the school now actively engaged in promoting good work-habits and study skills is the library. Almost every high school is equipped with a spacious modern library staffed by from one to five librarians, depending upon the size of the school. Every school now has at least one regularly licensed teacher-librarian, and many high schools have two such teacher-librarians. Although the librarians cooperate with all high school departments, the closest link naturally exists between the English Department and the library.

In the syllabi of all English departments there are to be found series of graded library lessons on such matters as the Dewey-Decimal System, the card catalogue, the use of basic reference materials such as encyclopedias, dictionaries, and the *Guide to*



*Periodical Literature.* These lessons are taught either by the English Department in cooperation with the librarian, or, as is often the case, by the librarian with appropriate follow-up in the English classroom.

Some high schools have classrooms either in the library or adjacent to the library where appropriate films on library techniques are shown. Next to English, the department that makes the greatest use of the library is probably the Social Studies Department. Librarians make it a practice to help students select appropriate books for their supplementary reading in this field and frequently set aside special materials to be used in different areas of research. Most high school libraries also have excellent picture collections which are available on loan to teachers in the school. In some schools the librarians give book talks to classes and are especially active in getting up attractive book displays at different times and particularly during Book Week each year. Almost every high school requires its students to join the local public library. Many high schools sell paperbound books and report an increased interest in the reading of the classics as a result of this practice. In some of the libraries "Life Adjustment" pamphlets are displayed, which deal specifically with the problem of improving pupils' work-habits. The contents of these pamphlets is indicated by their titles: (1) *Study Your Way Through School*, (2) *How to Take a Test*, (3) *You and Your Mental Ability*, (4) *Your Behavior Problems*, (5) *A Guide to Logical Thinking*.

**CRITICAL THINKING AS A WORK-HABIT.** From the refuge of the library to the sanctum of the mind is but a small leap. The former is grist for the latter's mill. We know that the uppermost rung in the hierarchy of work-habits is critical thinking. It has been asserted by some reputable critics of mass behavior that reflective thinking is rarely carried on by more than a very small minority of human beings. Present day society is so organized that the large majority tend to conduct their lives from day to day in an almost routine fashion. Whatever thinking is required of this large mass is, as a rule, carried on in a primitive or rudimentary manner, usually in connection with the task of earning one's bread, or with the struggle for survival.

**SKILLS INVOLVED IN CRITICAL THINKING.** The schools

must meet this challenge if we are to train more people to live up to their responsibilities of living in a democracy. In the last analysis, the success or failure of our form of government depends upon the ability of the people to appraise, if not to formulate its policies, and this, of course, involves acquiring the habit of critical thinking. In an excellent bulletin prepared by the Department of School Services and Publications of Wesleyan University and the Junior Town Meeting League under the title of "Critical Thinking Through Discussion," there are enumerated eight skills basic to critical thinking: (1) the ability to recognize a problem as distinct from a statement of fact, (2) skill in gathering and arranging data, (3) skill in evaluating data, (4) interpretation of statements of fact, (5) recognition of "value" judgments, (6) skill in seeing relations between bits of data, (7) drawing valid conclusions, (8) discovering principles.

#### INCULCATING HABITS OF REFLECTIVE THINKING.

These skills must definitely be taught in the schools if we are going to produce a thinking citizenry. Any statement of valid high school objectives will always include "developing students' ability to think critically." The fact is that in spite of the cynical observation noted above about the inability of the masses to think, the high schools of New York City are doing a conscientious—and, on the whole, effective—job in focusing on this important aim of high school teaching.

The schools recognize, as they must, that students differ in their ability to think almost as much as they do in physical traits. All pupils can do some thinking. The slower ones can be trained to identify a problem, gather a few basic facts, relate these facts to a simple hypothesis, sift the data, and come up with a generalization. For them to be able to do this, however, requires a great deal of practice. The brighter pupils, on the other hand, are capable of carrying on higher processes of critical thinking, handling larger numbers of facts, marshalling them in sequential order, making judgments based on cause and effect relationships, and arriving at abstract principles. There is ample evidence that our high school today are providing within the classroom many situations calling for different levels of reflective thinking. All areas of the high school curriculum place a heavy premium upon the attainment of this important but elusive objective.



IN SOCIAL STUDIES. In the social studies field one of the major aims is teaching pupils how to handle historical and current material in a critically-appraising manner. The most popular method employed in most social studies classes is the developmental Herbartian procedure. This procedure stresses the development by the teacher of thought-provoking questions which lead to the utilization of facts, rather than their mere memorization and regurgitation, and the gathering of these facts into a sequential and orderly chain of reasoning. Students are taught to weigh evidence, separate fact from opinion, draw inferences, make value judgments, and compare analogous situations.

IN MATHEMATICS AND SCIENCE. Quite as effective as social studies in developing this objective is the general area of mathematics and science. In the last analysis, mathematics furnishes to our students a course in logical thinking based upon mathematical symbols. Geometry, more than any other subject in the curriculum, fosters the habit of sound reasoning. True, this habit will not carry over into other areas unless specific training to do so is given. One of the main objectives in the teaching of tenth-year mathematics is the development of the ability to apply reasoning to nongeometric situations with special stress on common errors, such as arguing from a converse, making unwarranted generalizations, and arguing by analogy. In the sciences—in biology, chemistry, and physics—pupils are taught the meaning and application of the scientific method: of the need to state a problem clearly, to make tentative hypotheses, to gather data, to test and weigh the data, to eliminate those hypotheses that are untenable, and to verify those that fit the facts.

Since good work-habits and critical thinking go together, one science department (and this is typical of what others are doing) stresses reading comprehension as a base upon which to build critical thinking. Reading exercises using scientific material are distributed to all classes for the purpose of teaching the pupils how to read with comprehension. This science department has drawn up sets of selections geared to the abilities of the normal, bright, and slow students. With each selection an instruction sheet has been prepared as guidance for the teachers, suggesting possible motivation for the selection, appropriate vocabulary drill, suggestions for discussion of the selection, and suggestions for future

## WORK-STUDY HABITS

work. As part of the over-all plan of this science department to develop critical thinking and to impart to pupils an appreciation of, and an ability in, the scientific method, a plan was set up and special material was gathered to help pupils develop these five skills: (1) distinguishing between the main idea and supporting details; (2) drawing inferences; (3) visualizing concepts; (4) locating pertinent details and fixing their relationships; (5) following directions.

Space does not permit us to describe what other departments are doing to develop thinking boys and girls. Suffice it to say that because of its signal importance to the survival of our way of life, the high schools have stressed the cultivation of this work-habit in every area of the curriculum.

WORK-HABITS AND THE TESTING PROGRAM. It is an elementary principle of educational administration that what we test for tends to be taught; what we do not test for tends to be neglected. Since work-habits are largely intangible qualities, it has not been easy to provide for their measurement or appraisal in written examinations. It is probably true that most tests and uniform examinations emphasize the purely informational aspects of the curriculum. This is easy to understand because a fact is something that teachers and students can get their teeth into. It is much more difficult to test for the acquisition of desirable attitudes and work-habits. Nevertheless, many teachers and chairmen feel that it is possible to devise examinations that will measure progress in the acquisition of work-study skills.

TESTING WORK-STUDY AND RESEARCH SKILLS. The social studies departments of several of our high schools, for example, have become increasingly conscious of this need for the direct testing of objectives other than the dissemination of information. To give a few examples: A typical world geography examination includes a paragraph taken from a textbook. Questions then follow devised for the purpose of testing the pupil's ability to comprehend the printed page. Similar types of questions are included on the modern history and the American history examinations.

Other tests are designed to measure the pupils' ability to carry on research. This is a sample question: *Using the list of reference*



material at the end of this paragraph, indicate by a letter to the left of each of them the reference you would use if you were doing library work: (a) historical atlas, (b) World Almanac, (c) dictionary, (d) card catalogue, (e) Who's Who, (f) documentary sources, (g) Readers' Guide to Periodical Literature.

1. You want to find the meaning of the word "siege."
2. You want to read a brief write-up of the career of Dwight D. Eisenhower.
3. You want to read a magazine article about the Trieste dispute in Europe.
4. You want to find the latest population figures for London and New York.
5. You want to read a good book about Napoleon.

**INTERPRETING MAPS, GRAPHS, AND CHARTS.** An important work-study habit which it is desirable for pupils to acquire is the skill of interpreting maps, graphs, and charts. Both teacher-constructed tests and the Regents examinations in social studies are emphasizing a type of question like this: "After examining the two pie-charts below very carefully, answer the next ten questions which are based on the information in the charts. Write 'T' if the statement is true, 'F' if it is false, or 'N' if there is insufficient information to decide if the statement is true or false." Then two pie-charts are given, one of which shows the percentage of the total land area of the world, the other, the percentage of the total population of the world. Ten questions designed to measure the pupil's understanding of these charts now follow. Similar questions are given, using maps and graphs.

While the examples given above were drawn from the social studies field, a similar awareness of the importance of testing for good work-habits is also finding its place in such subject areas as mathematics, English, the sciences, and particularly in the industrial arts and home economics areas.

**HELPING STUDENTS TO PREPARE FOR TESTS.** One of the work-study skills in which students themselves frankly admit weakness is that of preparing and studying for tests. Too frequently we take for granted that pupils know how to prepare for an examination. We assume that because a certain segment of subject

matter has been taught and a test duly announced, pupils will know how to prepare for it. This is a fallacy. Knowledge of how to take an examination is a definite skill that must be carefully developed.

Although not nearly enough is being done to help students master this much needed work-habit and skill in the high schools, many of our schools are becoming increasingly aware of the importance of teaching this technique. Group guidance courses, particularly those given to orient the entering student, generally include a unit on how to take examinations. However, the techniques involved must be taught separately by each subject teacher, since the skills needed to take a mathematics examination, for example, differ materially from those required to do well on a history test. Some departments have therefore made provision for the specific teaching of how to take examinations, but not enough is being done in this connection. Most of us would agree that the more severe psychological aspects of examination "jitters" to which our students are being constantly subjected would be attenuated to a greater degree if pupils knew more about how to study and how to take an examination.

**PERSONAL WORK HABITS.** Up to now we have been considering work-habits of the study-learning type. But since the modern school is properly concerned not only with the intellectual development of the student, but also with his social, emotional, and physical growth, it becomes necessary to do something about those work-habits of a personal and social nature. Among the personal work-habits which the schools are striving to develop are punctuality, neatness, dependability, care and respect for personal and public property. But the individual in our society is part of a group, and unless he acquires acceptable social habits, he is likely to encounter failure and frustration. Such social habits as ability to get along with others, readiness to assume responsibility in a group, and respect for other points of view, including a sympathetic attitude toward minority groups, are among those which the school has undertaken to promote.

The school's effort to inculcate better personal work habits is based on the premise that habits are strengthened by practice. Thus the regulations governing attendance and lateness are enforced not only to insure efficient learning, but also to establish a dis-



position, a mind-set, that is likely to carry over into adult life. The entire administrative machinery of the schools is brought to bear on these problems. Attendance coordinators, counselors, official teachers, deans, and the principal work together to insure the development of positive habits of attendance.

In a similar way the teachers of subject classes play their part. Homework is checked, notebooks are inspected, class participation is demanded. As pupils realize the rewards that come from regularity and excellence of school work—rewards not only in the form of high marks, but also in the satisfaction that comes from mastery of a subject and understanding of new areas of knowledge—they tend to continue to seek the same standards of achievement in all their work—in and out of school.

In the field of personal work-habits the schools which sent in answers to the Committee's questionnaire rated the majority of entering ninth-year pupils as "fair" in such personal habits as punctuality, care of equipment, neatness of written work, dependability in doing homework, and readiness to participate in group activities. All reported that while these items were not easy to measure, there was a noticeable improvement in the development of these particular habits by the time of graduation.

"Punctuality pays"—this motto is figuratively emblazoned on the walls of all high schools. Cooperation of homeroom teachers who are responsible for records of school attendance and punctuality, classroom teachers who strive to develop a sense of personal responsibility in order that there will be no unnecessary delay in beginning the lesson, and the Attendance Committee of the school which aims to study the cases of chronic tardiness—all helps to foster in pupils a feeling that the person who is habitually careless in punctuality is immature and irresponsible.

Practically every school reported that there were definite penalties for more than a minimum number of latenesses to school or to class. Some schools have arranged for a special supervised-studies class, meeting before school, so that pupils who would ordinarily have difficulty in getting to school at a time when buses are carrying their peak loads have a quiet place to study between 8:00 and 8:40 A.M.

Several schools reported that awards are presented at graduation for perfect attendance and punctuality and that it is not unusual for these to be presented to pupils who might otherwise never

receive an award for scholarship. The fact that their dependability is recognized is an incentive to other pupils who realize that this is at least one field in which they too have an opportunity to achieve distinction.

**CARE OF EQUIPMENT.** Of the schools answering our questionnaire, an overwhelming majority indicated that a large number of entering freshmen tend to be careless in their attitude toward the use and care of public property and in many cases of their own possessions. Science, art, industrial arts and home economics departments set up specific procedures on the care and use of equipment and materials. Part of the pupil's rating is based on his attitude toward these and the responsibility he takes in maintaining a safe, neat, and orderly workroom.

**NEATNESS IN WRITTEN WORK.** Neatness in written work seems to be a problem with most entering pupils. Unless teachers set standards early in the term and penalize pupils who fail to do their work in ink and who do not observe margins, proper headings, and general principles of good composition, there is a tendency toward deterioration. The great difficulty seems to be the inability of pupils to put into practice in all subject classes recommendations they have received in orientation classes. Several schools reported that periodically this matter is brought up at faculty meetings, and individual departments are specifically asked to set up and enforce standards suited to the needs of their respective subject fields. Where, for example, pupils are taking typewriting, teachers are asked to encourage them not only to practice this new skill, but in addition to require good form as to spacing, margins, and accuracy. Another practice which has been found useful in several schools is one of assigning from five to ten credits for neatness, sentence structure, spelling, and margins in all written work. This has seemed to be especially well suited to subjects like the social studies, where pupils are required to write sustained and organized answers.

**Dependability**—this is the personal habit which most schools declare to merit greatest attention. Partly because during their first year in senior high schools, pupils must make the greatest number of adjustments, and partly because they are at an age where coordinating their activities seems a problem, many of these young



sters become the despair of teachers. They forget their equipment; they count on doing homework in official class or study hall, and something turns up to prevent it; they count on borrowing a classmate's book, or they lend books to classmates who mislay them. The result is delay and discouragement for the teacher, annoyance on the part of the pupil because he feels the teacher is unduly severe, and, if matters go on for any length of time, a feeling on the part of the pupil that he has sunk so low in the teacher's opinion that he cannot possibly make good. One school aims to overcome this annoying lack of dependability by issuing to all pupils, through their English classes, a statement on—

#### *The Student's Responsibility Day by Day*

1. Every student's standing assignment is to have with him the necessary materials for work. These always include a pen, a pencil, and a notebook; they may include textbooks and other materials.
2. Notebooks should include not only notes taken in class and a cumulative collection of the daily homeworks, but also personal check lists of corrected errors, and self-improvement charts.
3. Oral work means speaking clearly, audibly, and courteously to others, as well as listening attentively to classmates. A good recitation means facing and addressing the class rather than the teacher.
4. Written work should show sound thinking, careful revision of material after thorough reorganization, and, of course, attention to neatness.
5. Preparation for the day's lesson implies thorough work in reading, writing, or gathering material for a special assignment.
6. Desirable attitudes in class may be shown not only in alertness on the part of the listener, but in active participation in the recitation, panel discussions, forums, or any of the volunteer programs that arise in class.

**WORK-HABITS OF A SOCIAL NATURE.** It can easily be argued that the inculcation of proper social work-habits is of equal importance to the development of good personal work-study habits. The late Albert Einstein in his essay "Society and Per-

#### WORK-STUDY HABITS

"The individual is what he is and has the significance that he has, not so much in virtue of his individuality, but rather as a member of a great human community which directs his material and spiritual existence from the cradle to the grave." The child is, and should be made to feel that he is, a member of a social group and that efficient functioning within that group will contribute to his personal happiness, his vocational success, and his social standing. These social habits—his ability to get along with others, his willingness to harness his talents toward the realization of a socially desirable purpose, his attitude toward groups and points of view other than his own—may be of more enduring value than some of his personal work-habits. It cannot be denied that there are inherent difficulties in motivating the acquisition of these social habits. The rewards are often delayed and an appeal has to be made to the pupil's imagination or to his acceptance of the teacher's statements on faith. This appeal has to be made to the as-yet undeveloped altruistic nature of the child. This is especially difficult with a child who is exposed to the all-too-prevalent "How do you get by?" and "What's your racket?" slogans, rather than to such queries as "What useful activities are you engaged in?" and "What services have you contributed?"

**HABITS AND EXTRACURRICULAR ACTIVITIES.** Since this field has been relatively unexplored, we feel that a description of better practices that have been reported would be of value to many teachers. The answers to our questionnaire reveal that the social habits of individual students show an encouraging gain as a result of four years in high school. In general, the schools tend to develop salutary social habits not so much by means of exhortatory instruction as by providing students with rich and varied opportunities to practice these habits. For instance, what better way is there of developing the habit of cooperating with other boys than by bringing them together in teams, squads, service activities, and the many extracurricular activities which abound in the high schools (alas, in smaller numbers than in the past, since the wounds caused by the stoppage of 1950 have not yet entirely healed). There are many ways in which cognizance is taken of these social traits or contributions: personal praise by teachers and supervisors in the presence of classmates or at an assembly, character ratings entered on permanent records to be transcribed



on report cards and on college transcripts for later reference and use in connection with employers' requests and special awards made for outstanding service.

### GETTING ALONG WITH OTHERS.

With respect to the specific social habit of getting along with others, polls of employers reveal that this is the most important qualification they seek in applicants for jobs. Our pupils are taught that habits of courtesy are to be practiced not only with teachers and elders, but also with fellow students. In this regard, example by the teacher, as well as by precept, is the wisest teaching technique. To be sure, the adolescent has to overcome the fear of the "sissy" appellation by fellow pupils, but this can be done by making good manners and courtesy part of the acceptable pattern of the mores of the school.

### WILLINGNESS TO ASSUME RESPONSIBILITY.

This presents a real problem. If a given activity of the group is to be confined solely to the classroom, it has been found that the degree of cooperation offered by pupils is greater than if the activity requires meeting other pupils in a free period or after schools to prepare a program. Often pupils who have real ability are flagrant offenders in situations such as this. The fact that they know they are capable of doing the work with less rehearsing than others makes them feel their presence is not necessary. So, too, capable players on teams not infrequently try to get by with a minimum of scholastic effort. Their feeling that the subject teacher should give them a passing mark "for the good of the team and the school" takes priority over their feeling that they should work up to capacity and earn eligibility. However, in spite of the general prevalence of the "let George do it" attitude, the high schools are doing a splendid job in leading pupils slowly but surely toward a realization of their obligations and duties as concomitants of their rights.

We recognize the fact the the willingness to assume responsibility may better be fostered by the assignment of some task, no matter how trivial, to every member of the class—erasure of boards, distribution and collection of materials, ventilation of the room, cleaning of the floors, care of the bulletin boards—with check-up by other members of the class, not merely by the teacher. Group projects, such as the preparation of charts and maps or an extended survey of a school or community problem, are often em-

ployed to develop a sense of responsibility to the group. A secretary in each group has, as his responsibility, the recording of the contributions of, and the time spent by, each member of the group. The chairman of a group, of course, has the major responsibility of distributing assignments and duties to other members of the group and of keeping the ball rolling. Not only the chairman, but all the members of the group, are trained in the qualities of leadership, for these are the natural residual by-products of group activities. Although the habit of individual responsibility to a group is fostered each and every period of every day in classroom situations, its realization is also a very important objective of our extracurricular activities program. Every high school, even in these days of curtailed after-school activities, boasts of many extraclass activities—each contributing in its own way to the development of acceptable social habits of behavior.

### RESPECT FOR THE VIEWS OF OTHERS.

Like other social habits, a respect for the views of others tends to develop with the growing maturity of high school pupils. While the English and social studies departments bear the major responsibility for focusing on this objective, school activity in this respect is by no means confined to these departments. It is implemented by experiences in such places as the lunchroom, the assembly, the swimming pool, the library, the team, and the club. Rubbing elbows and living together constitute a better catalytic agent for the development of wholesome attitudes on racial, religious, and social questions than tons of written and oral exhortations on the theme of brotherhood. The barring of secret societies, for instance, marked a worthwhile step in the direction of undermining prejudice and snobbery. In classes, pupils are encouraged to write letters to oppressed minorities and to join groups who defend the "underdog." They are taught to disagree honestly, spiritedly, and without rowdiness or attempting to humiliate the opponent. They are taught that good sportsmanship is important in the arena of everyday life as it is on the athletic field. They are led to see that cheering the loser should accompany applause for the winner.

Our pupils are made to feel that school life consists of more than the mere studying of subjects—that extracurricular activities make for a happier and more complete life. The common practice is to remind pupils that the extent and quality of their partici-



pation in extracurricular activities is recorded on the permanent record. Pupils are offered free choice of activities and each school usually offers a tempting "smorgasbord" of activities to meet the tastes and appetites of even the most jaded of our pupils.

**RESPECT FOR PUBLIC PROPERTY.** The care of the classroom, hallways, stairways, and auditoriums, as well as desks, books, and equipment, is made part of the student's responsibility. Frequent check-ups on textbooks to see that they are covered and are not being defaced, reminders about littering, the employment of clean-up and repair squads—these are all means employed by the schools to develop this habit. One school reported that in its orientation course it uses three films which alert pupils to their responsibilities toward the care of public property. These films—entitled *Other People's Property*, *Everyday Courtesy*, and *The Devil Is a Sissy*—deal with the students' responsibility to resist tendencies to "let loose" when they gather in large numbers.

**CODA ON PERSONAL AND SOCIAL HABITS.** While this survey of personal and social work-habits of individual pupils revealed nothing startling or new, it did have the advantage of pointing up to us as teachers that our efforts to inculcate better habits are not unlikely to reap a healthy harvest. While we recognize the stumbling blocks in measuring the degree of our success in imparting wholesome personal and social habits—there is nothing more difficult to measure than the intangibles of which they are comprised—we do know that the products of our city high schools, by and large, grow up to be worthy and excellent citizens of the community. In the last analysis, that is the final and best test. The foyer of one high school emblazons its faith in our mission in large bronze letters in the following motto: "*Enter to grow in body, mind, and spirit. Depart to serve better your God, your country, and your fellow-men.*"

#### Conclusions and Recommendations

1. Since the formation of habits which increase a pupil's efficiency is highly desirable, it seems a foregone conclusion that all schools must make a conscious effort through homeroom, subject-class, library, and extracurricular activities to develop the learning-study skills and personal work-habits which are most

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needed within the particular group. How to do this is a basic and challenging problem.

2. Since the crux of good work-study skills is the student's ability to read, the school curriculum must make provision for a thoroughgoing program of remedial reading instruction. Just as the junior high schools are now being allotted a number of positions for this purpose (inadequate though they may be), so the high schools also will have to convince those in charge of budget-making that the teaching of reading in high schools has now become a problem almost as acute as the one existing in the elementary and junior high schools.

3. Every teacher should be responsible for teaching those study skills which are needed for reasonable mastery of the subject. Not only should study skills be taught, but a systematic and continuous effort should be made to inculcate the habit of working independently.

4. A definite attempt must be made by all teachers to improve the students' attitude toward study. Investigations have demonstrated that the major stumbling block to the acquisition of good study habits by pupils is not so much their ignorance of the proper techniques of study, but rather their lack of motive or interest in study. The implication of this is clear, namely, that we must stimulate an abiding interest and motive in pupils for acquiring good study habits.

5. To help pupils do homework assignments intelligently, the proper procedures involved in studying should be taught and re-taught from time to time.

6. The study-hall situation should be thoroughly surveyed with the idea of providing each school with specially trained teachers who shall be assigned—as a result of additional allotments of personnel—to the job of helping students with their homework and study problems. Such personnel should be able to employ practical clinical procedures to determine diagnostically the difficulties which students face as they proceed with a typical learning task.

7. Orientation and group guidance courses stressing units dealing with how to study and how to improve work habits should be introduced wherever possible, but particularly in the freshmen terms.



8. Greater emphasis should be placed in all subject areas on the actual teaching of "How to Study for a Test" and the skills involved in "How to Take a Test." Tests should be constructed to include questions which measure not only the pupil's mastery of factual information but also the application of good work-study habits, such as the interpretation of maps, graphs, and charts, and the correct and systematic writing of answers.

9. All the resources of the library and the talents of the librarian should be tapped to bring about an improvement in the work-study area. We have seen that the librarian occupies a pivotal position in this connection.

10. Audio-visual aids dealing with study habits should be employed by the teacher from time to time. Perhaps the English Department can undertake the major responsibility of working with these films. There is a series of Coronet instructional films—among others—dealing with study skills: *Building an Outline*, *Finding the Information*, *How to Study*, and so on. There is also a series of filmstrips which, although put out on the elementary school level, are valuable for the high schools as well. Among these are "The Better Study Habits" series published by Young America Films, Inc., entitled *Improve Your Reading*, *Improve Your Spelling*, and the like.

11. Although the major problem in improving work-habits has to do with the learning process as such, the schools will also need to emphasize the acquiring of those personal and social habits which spill over into the realm of personality and character and are also integral aspects of the students' total pattern for work-habits. We refer to the necessity of seeing that pupils develop such habits as punctuality, perseverance, neatness, ability to get along with others, tolerance toward minority viewpoints, and willingness to assume responsibility in a group.

12. It is incumbent upon the schools to enlist the cooperation of the parents in this enterprise. Unless the home provides a proper atmosphere conducive to reading and studying, much of the work of the schools in achieving the work-habits objective of education will be vitiated.

## Some Problems in the Operation of a Service Squad

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The following article will attempt to evaluate some of the features of service squads that have quasi-police functions. The writer realizes that the diversity of conditions throughout the school system may modify his conclusions in some degree when applied to individual schools. In the main, he believes that his experiences are typical for a majority of the neighborhood schools.

AIMS. The important aims of service are twofold:

1. To give direct service to the school administration.
2. To attain values derived by participation in a cooperative effort.

ORGANIZATION. The personnel of a service squad usually consists of a faculty adviser or director appointed by the principal, a student leader, and a student membership obtained through volunteers who meet certain minimum requirements. Typically the requirements call for passing grades in the majors and a clean record; i.e., no poor citizenship marks because of cutting, truancy, or major infractions of school rules. No distinction is made as to general, commercial, or academic students. In certain schools even C.R.M.D. pupils may be given duties for which they have the requisite abilities, provided that they carry the direct approval of the special teachers concerned. A student who fails a major generally may not continue on the squad. Here we have an incentive to maintain at least passing grades in scholarship and citizenship.

It is recommended, though, that a worthy squadsman who fails a major should not be summarily dropped. He should be given a trial period, perhaps the first marking period (usually six weeks), to prove that his marks have improved. In such case, he remains on the squad. If he fails, however, he is not permitted to rejoin until the next term, provided that he can meet the usual standards. In co-ed schools girls should be assigned to department or administration office duties only, either by the faculty adviser or by direct recruitment. In some co-ed schools girls are assigned



to posts outside girls' lavatories to check passes. Here conditions will vary so that no general conclusion may be drawn. Each principal and faculty adviser will have to assess the relative importance of these duties as against the possible disturbances that may be created.

In an all-girls school, service squads can perform all the office and policing duties usually carried in the other schools. The problems to be mentioned below will remain about the same.

Promotional opportunities should be available so that guardsmen can rise to higher positions with attendant responsibilities. A typical promotion scheme is as follows:

- a. Service man
- b. Checker of attendance
- c. Floor inspector
- d. Chief inspector
- e. Assistant commissioner of service

The highest position is that of commissioner of service. He is usually appointed by the highest elected student official from among the leaders of the service squad. Another variation is election by the service squad itself.

In some schools awards are carefully graded in an elaborate system that allows a gold service pin for outstanding service after three consecutive terms, and higher certificate awards before service assemblies for those who rise to higher ranks.

Of course, appropriate citations are made on the pupils' cumulative record cards so that prospective employers or college admissions officers may be properly appraised.

Students feel their service is worth-while if their efforts are rewarded in some tangible manner as outlined in the scheme above.

Recruiting is carried on at the beginning of each term by the faculty adviser and by selected members of the squad. It is the responsibility of the adviser to check the records of applicants so that undesirables are screened out. Here a close working relationship with the deans, guidance counsellors, and the faculty is a prime necessity.

**FUNCTIONS.** A service squad's functions are wholly dependent upon the needs of the school administration consonant with the

abilities, needs, and interests of the student body. In the writer's school, as no doubt in all schools, the overwhelming majority of the student body is law-abiding and anxious to confirm. Nevertheless, there is a small group, a hard core of malcontents to be found in many schools. Schools need service squads to care for the usual peaceful activities or minor infractions of the student body. Service guards usually run the late squad, patrol the exit doors at key spots including lunchroom exits and student exits, and act as receptionists at the main visitors' entrance. Girls are also assigned as part of the receptionist group. Besides escorting visitors to the proper offices, the squad checks for those students' passes which are good only at the main entrance. Arrivals after the late squad has finished its job are escorted to the attendance office. A teacher is also present at this post, in those schools where it is felt that an adult should oversee the operation.

Every school naturally finds different service functions for its pupils. In general, light police duties are required at such activities as parents' night, school dances and plays. Messenger services form a special need at various times during the term.

A parent's consent slip is, of course, a necessity in all service activities and special permission cards should be required for outside messenger duties. In no case is the faculty adviser to be lulled into a sense of security by firm possession of parental consent slips. These are mere pieces of paper. They do not absolve one from the need for constant watchfulness, foresight, and mature judgment. Reasonable precautions for the safety of his squadsmen are an absolute requirement for the adviser.

**RELATIONS WITH THE STUDENT BODY.** Office work aside, the major duties of a service squad are quasi-police in nature. If the school has a student court, their quasi-judicial functions are also involved since service squad boys must not only report offenders by means of summonses returnable at a later date, but must also testify as to the nature of the offense in question.

If no student court is available or if none is feasible, then two types of action are involved. In one, for example, the squadsman warns a pupil not to go through a certain door. If the pupil obeys, then the deterrent power of the typical policeman has come into play. We stop at the whistle. We stay under 35 miles per hour



when that is the maximum speed posted. In the other case the squadsman meets defiance. Then he must attempt peacefully to dissuade the would-be law-breaker.

How does the student body take to the idea of a service squad as a police force? By their actions and their remarks the pupils seem to feel that the squadsmen are generally necessary and generally a nuisance. Here is work for all of us. How can we get the pupils to see both the "policeman on his beat" or the squadsman at his post as a friendly person—as one who not only protects but also "lends a hand"? How can we change the attitude of many students that a squadsman is a potential informer, a tool of the teacher, the dean, or the principal? We can't unless we bring to light the "peer" culture under which certain of our students come to adolescence. We must reveal these gangs more in terms of their implications for all of us—the students and teachers alike. This will take the combined planning and efforts of all social and religious agencies as well as the resources of the educational staff at hand.

**RELATION TO SCHOOL ADMINISTRATION.** Is there a short cut? That is, while we don't run away from the larger task as indicated above, is there something we can do right now? What role can the principal, the staff, and the teachers play in relation to the service squad? Can a legitimate and useful function be performed without the undue emotional stress upon the service squad pupil that arises in a conflict between teacher and pupil mores. It is suggested by the writer that perhaps a less frustrating role for all concerned can be approximated if we review dispassionately a few of the more compelling moral and social problems that arise in the day-to-day functioning of a service squad. A few suggestions will then be in order.

**PROBLEM AREAS.** The general problem types may be outlined about as follows:

#### A. Intra-Squad Problems

1. Favoritism exercised by squadsmen. Teaching of the "golden rule" on the spot usually suffices to correct this problem even with the dullest of pupils. This type of moral guidance can be understood and felt.

#### PROBLEMS IN OPERATION OF SERVICE SQUAD

2. Joining the squad for its privileges without a corresponding sense of the duties involved; e.g., getting out of study hall to avoid enforced silence.

3. Reluctance of some pupils to "turn in" others on the squad for infraction of squad or school rules.

4. Greater reluctance to testify as witnesses to events in which the pupils was not definitely involved; e.g., a fight elsewhere than on the post of the student involved.

With respect to this point, there is a definite fear engendered by the facts of the Arnold Schuster case in which the reward for Schuster's public-mindedness was an early grave, and the role of the police was failure to bring the killers to justice. The publication of a book like *The Blackboard Jungle* only adds to this fear. What can we do about the boy (or girl) who pleads lack of knowledge because he fears that waiting for him in his neighborhood or outside the school lies an unknown gang ready to exact punishment for "squealing"?

#### B. Outsiders

Some schools may have trouble spots where outsiders, not easily identifiable, tends to congregate. Squadsman are reluctant to be assigned to such spots.

#### C. Parents

Parents object to their children's being assigned to possibly dangerous posts.

#### D. School Staff

A possible lack of understanding of the difficulties and dangers involved may exist in the minds of the teachers or administrators.

**IMMEDIATE SOLUTIONS.** Among the suggested solutions on an immediate basis are these:

1. Do not assign pupils to trouble spots unless a teacher is also there. Where there are potential witnesses, particularly if they are grown-up and less likely to be intimidated, troublemakers cancel their intended depredations or stay outside the building altogether.

2. Instruct the teacher and all service personnel *never* to lay a hand on a pupil—even to touch his clothing or hold his arm—



except in self-defense. It is far better that a pupil or a group of them get out of the building illegally, for example, than that a service boy should be hurt. Especially when outnumbered, service boys should be instructed to be polite, to keep their eyes and ears open, and to step aside if need be. Discreet methods of identification, so as to protect witnesses, should be adopted. There are usually plenty of data in the Dean's file to deal with incorrigibles without *direct* involvement of service squad boys or other witnesses. It is elementary that if you can't protect your witnesses, you're "licked" from the start.

3. Although reporting incidents to the faculty adviser is a duty of a squadsman, the encouragement of a squad of mere informers is definitely not the aim of this activity. Service boys always must work out in the open. There is no room for a secret police. Where incidents involve "undercover" work, for removal of the causes, squadsmen should never be used. Boys, for example, must not be asked to purchase firecrackers from suspected sellers in order to turn the culprits in. They should, however, report their information to the authorities, who will thereupon conduct their own investigations. Policy to be adopted in these cases depends entirely upon the nature of the student body, the philosophy of the school administrators, and the underlying body of school by-laws. Let common sense above all be our guide.

A recent case may provide a clue. During the conduct of a fire drill, a service-squad group holding a fire drill "Stop" sign in the street was nearly run down by a motorist who refused to obey the sign. He finally stopped a few feet from the line of students crossing the street back into the building. He refused to pay attention either to the squad or the faculty adviser. The principal, who saw the incident from the steps at the main entrance, directed that the motorist's license number be taken and the matter reported to the police. Despite the fact that the driver was an out-of-town motorist, the New York City police obtained cooperation from the up-state police, and a summons, obtained by the adviser from a city magistrate, was served. A court trial was held and the service-squad boys and their adviser testified. Even the "Stop" sign was brought along and exhibited in evidence. The court found the motorist guilty and fined him accordingly.

None of the boys hesitated to testify since a personal, as well as a social, issue was involved. Their morale was tremendously boosted, and that term's work was exceptionally well done. If a sense of their personal involvement in moral issues is created, then more willingness to fight for a good cause should be present. This, of course, is not easy to do and situations like the above-mentioned one don't readily come to hand. But we should be on the lookout for them and use them constantly in our work whenever they arise.

LONG-RANGE RESOLUTIONS. 1. In the long run, then, we will succeed only if we help the squad identify worth-while social aims with their personal well-being.

2. It is natural for one boy out of a group to want to help another in his group who is in distress. This part of a gang spirit is not evil if directed toward worth-while social goals. Steps should be taken to develop a cohesive group that will help each other if necessary in the performance of their assigned duties. Insignia, awards, special dances, and special club meetings can be arranged. When boys accept each other as part of a group, they will help each other. Our only duty as teachers is to foster that group helpfulness idea and direct it in the proper path.

3. Perhaps our top-echelon administrators will watch with interest, and adapt if need be, the Police Department experiments in using mature adults as traffic guides during certain hours. It may be that a similar group of mature, social-work minded and trained adults could be selected for hall, lavatory, and lunchroom duties in certain schools under the direct supervision of the principal. Some of these adults could be trained in club work of the type suggested by service and traffic squad activities. Pupils could then be trained for their duties and assigned to posts without danger to themselves since the ever-present adult workers would be within sight. To reiterate, the approach should be from the social-worker, boys'-club-manager point of view.

WORTH-WHILE JOB. Some of the educational outcomes of service-squad activities are difficult to measure. Other values cannot be appraised at all unless expensive and time-consuming follow-up procedures are adopted. Nevertheless, we can observe



on a common-sense basis without exact statistical methods some of the following results:

- A. Scholarship incentives
- B. Good citizenship incentives
- C. Opportunities for appreciation of the role of the law enforcement agencies
- D. Getting along with others
  1. On the squad
  2. In the general student body
- E. Opportunities for exercise of leadership, tact, and good judgment
- F. Opportunity for all levels of students to give service
- G. Opportunities to participate with school officials and teachers in activities oriented toward acceptable social goals
- H. Many opportunities for growth in moral judgments

Even with the best squad, some undesirables will slip in. Frequently we will have rank favoritism, illegal use of service passes, discourtesy to teachers and pupils, dishonesty, and negligence. The faculty adviser of several hundred boys cannot be everywhere at once, and so the teachers and administration will, in the conduct of their duties, have to help the adviser by turning in names of squad offenders, confiscating illegally used passes, and reporting other irregularities. The adviser should eagerly welcome such assistance by checking carefully each complaint, dismissing unworthy members, notifying teachers or principal of his action on suggestions, and, in general, keeping in close touch with the student leaders, the deans, the faculty, and the principal. This is a working partnership, and, therefore, mutual trust is a *sine qua non*. The writer has found that he must treat all faculty comments, no matter how unfavorable, as an attack not on himself, but on the actual conditions that obtain. In the long run, with a little luck, a little courage, and a measure of cooperation from all concerned, a worth-while and very necessary job can be done.

## The Value of Longhand Systems

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My purpose is to discuss the value of longhand systems and to give the results of my experience in teaching Rapid Writing, a longhand system which I invented and have been teaching since 1948.

Let me say in the beginning that, from the point of view of our educational system, longhand systems are not in competition with shorthand systems. Each has its place. Shorthand systems are of value for the following reasons:

1. No one can possibly claim that he can develop the speed of 200 to 280 words a minute which has been attained with shorthand systems. We need shorthand systems for those who wish to become court stenographers or shorthand reporters of meetings, conventions, and conferences where a high speed is essential.
2. There are many employers who dictate at a high speed.
3. Many firms have frequent conferences with management, salesmen, etc., and want to have verbatim reports.
4. Lawyers often take pre-trial testimony of witnesses.
5. Reporters on newspapers could very well use a shorthand system where it is necessary to quote words of the speaker. Too often speakers claim they have been misquoted.
6. There are dozens of other uses in verbatim reports.

No one can possibly gainsay the value of shorthand for all of these purposes. On the other hand, we must recognize that in order to be able to write at the rate needed, one must spend long periods in study. At the end of a three-year course in high school, the average student writes from 100 to 120 words a minute. To develop higher speeds, the student must take special courses which may involve years of study and practice.

To learn shorthand for ordinary business-office purposes would be like buying a car that can go at one hundred miles an hour and then using it to drive through a city where one is not permitted to drive more than fifteen miles an hour.



That is where the longhand systems come in. They are of value for the following reasons:

1. Many students cannot learn shorthand. Out of every hundred students that start shorthand, about twenty-five reach the fourth term.
2. Many students are forced to drop the subject, considered failures with all the attendant disappointment, frustration, and feeling of inferiority.
3. Most of these students, 90%, can learn a longhand system and work at the task they like best, again with all the attendant concomitants that come with success.
4. We know through research that the average businessman dictates from 50 to 60 words a minute and some as low as 24 words a minute. This speed can easily be attained with a longhand system in one term in schools that have hour periods or in two terms in schools with forty-minute periods.
5. The business market will have a supply of very much needed stenographers who, for ordinary purposes, can do as well as the average shorthand stenographer, who must waste considerable time deciphering and unraveling the difficulties encountered with any shorthand system. The longhand stenographers are reading longhand, as they have been doing for more than ten years day after day, in contrast with their fellow stenographers who at best have had a very limited experience in a very difficult task. Furthermore, there are thousands of business houses that need stenographers to write a few letters a day, the rest of the time being spent as switchboard operators, filing clerks, or receptionists. For these girls to learn a shorthand system is a waste of their time and of the city's money.

**ORIGIN OF RAPID WRITING.** Following are my experiences with Rapid Writing. Seeing the difficulty that students experienced in learning shorthand, I thought I might invent a longhand system which could be more easily learned by those who were eager to become stenographers but who could not learn a short-

## VALUE OF LONGHAND

hand system. I was utterly unprepared for what followed. Briefly, I discovered that failing students were able to take tests of the next grade of shorthand and receive far better grades than their brighter fellow students.

I obtained permission from Dr. David Moskowitz, now Associate Superintendent of Schools, to conduct an experiment at Theodore Roosevelt High School. I organized a class of students who had failed in shorthand. Incidentally, the great majority of these students had also failed in at least one other subject, and many in two.

**ACCOMPLISHMENTS.** Before the end of the first week I was able to dictate simple business letters, and I had the students' interest and attention from the beginning. I need hardly emphasize the value of this kind of dictation both from the point of view of practice for the future job and of the incentive it affords as a motivation for effort in class work and in homework. Here is an example of a letter that pupils were able to write before the end of the first week, in fact on the second day:

Dear Sir:

*I shall be in the office during the next week and I should like to see you if you are not too busy. Please phone my secretary and let her know when you can come.*

*Yours very truly*

What is especially valuable with a longhand system is that one does not have to pull punches and limit the vocabulary to signs already learned, as one must do in shorthand. Notice that I dictated the word "secretary," a second-term word in any shorthand system. Here pupils can write it on the second day. The same is true with "merchandise," "manufacture," "building," "account," and many others, the abbreviations of which they have already learned in elementary school. The longhand stenography student has a background of ten years of experience in writing from one to two hours a day, and the result is that taking dictation is practically automatic, whereas, with a shorthand system, the student must spend hours and hours of practice and drill in order to get this automatic response. This is made additionally difficult because of the number of new words that come up constantly which he



has never had the chance to make automatic and which consequently slow down his speed.

Another fact that I ascertained soon after the first week was that it was not necessary to dictate at a very slow rate, say ten to twelve words a minute. During the first week the students were able to write easily from twenty-four to forty words a minute, and my tests were dictated from the first at twenty-four words a minute—and by the end of the term at forty words a minute. (Our New York City classes have forty-minute periods. Pupils can attain a speed of sixty words a minute in one term, the speed required of shorthand students at the end of a year. Seniors can write 70-90 words a minute in one term.)

At the end of the first term these students passed the same test given to shorthand students at the end of the year: register—33, passing—31, median mark—85%. At the end of the second term these students passed the third-term shorthand test at 56 words a minute: no failures and median mark again 85%.

In this experiment I found that given a subject in which they were interested, these pupils could do excellent work. Some of those whose average in other subjects was 40%, were able to get anywhere from 90 to 100% in every test.

Further, they were able to spell with a high degree of correctness, merely because they were interested and interest brings attention and attention induces effort, which brings results. I am inclined to believe that the reason pupils do not do well in spelling is that they are not interested. One of the arguments against teaching shorthand to these failing students is that they are not able to spell. I gave similar tests to these students and to the brighter students in the shorthand classes and found about one percent difference in the results. The second argument against longhand systems is that they will interfere with spelling ability. I gave these very same tests at the end of the term, and the shorthand students improved about three percent and the longhand students over five percent. Again a case where interest will induce attention and effort.

In 1952, just before he passed away, Dr. John V. Walsh, a former instructor of shorthand, then principal of the Theodore Roosevelt High School, informed me: "I went to one of the first-term Rapid Writing classes and dictated three letters as I would

to my own secretary. I asked them to transcribe their notes and had the transcription sent to my office. They did very well." This would be utterly impossible not only in a first-term shorthand class but in a second-term class as well, and it illustrates the fact that longhand systems can be put to practical use even before the pupils have finished the textbook.

In Sunbury High School, Sunbury, Pennsylvania, a teacher had thirty pupils, seventeen of whom were failing in shorthand. During the last two months of the year, she taught these failing students Rapid Writing with the following results:

- 15 passed the 60-word-a-minute five-minute test
- 2 passed the 60-word-a-minute three-minute test.

What was more remarkable, the longhand students completed the test before the shorthand students. The teacher herself had studied Rapid Writing for 20 hours and had passed the 80-word five-minute test. By contrast, it takes two years to prepare high school shorthand students for the 80-word test.

Since 1948 I have been teaching Rapid Writing at the Institute of Adult Education, Chautauqua, New York, in a course entitled "Shorthand in One Week," one hour a day. Several students have left this one-week course and have taken dictation in their business offices or in other organizations.

These people are working at something they enjoy and are contributing to the welfare of the community. Not one of them would have had the time to spend two years in an evening school, the time necessary to develop a shorthand speed useful in a business office.

**WHY LONGHAND SYSTEMS SUCCEED.** Many persons may be puzzled (as I was for some time) and ask: "How is it possible to attain the speeds of 60 to 80 words a minute, and in a comparatively short time? It seems phenomenal—with a longhand system."

The answer is simple. Longhand writers have been using longhand at least ten years (assuming that they are now sixteen, they have been writing since the age of six) from one to two hours a day. Suppose children practiced typewriting one to two hours a day for that time. There is no doubt in my mind that they would be typewriting from 60 to 80 words a minute on the typewriter even without abbreviation. Some pupils typewrite from 50 to 60



words a minute after three terms of typewriting, 40 minutes a day. Speed depends on automatic response, and here is another aspect in which longhand writers have a great advantage over shorthand writers. That is the reason why a speed good enough for the average business office can be developed in a comparatively short time. No matter how experienced the writer (and the student has very limited experience) the business vocabulary is so large (and each business has its own vocabulary) that pupils have to write, for every letter, an average of at least five outlines they have never written before and another five that they have forgotten. This means that writing at the rate of eighty words a minute, which is more than one word a second, they must stop two or three seconds to compose new words—causing a considerable loss of speed. This problem does not confront the longhand writer merely because for years he has been writing, or reading, or hearing these words, and abbreviation is no problem.

There is another advantage in favor of longhand systems and that is their great legibility, especially compared to that of shorthand systems. Very few shorthand writers can read their notes with ease. The average stenographer must read the entire letter before transcribing her notes. Otherwise she must stop every few words, a most annoying procedure. When dictation is fast, there is a certain amount of distortion of notes which makes it very difficult to read what is written. The same is true of the longhand writer, but he has had at least ten years' experience in reading his notes and the notes of others, and he has, therefore, not nearly the difficulty of decoding (for that is what transcription really is) that shorthand writers have.

In brief, the case for longhand systems is this:

1. Longhand systems are easier to learn than shorthand systems as evidenced by the fact that students failing in shorthand are successful in learning longhand systems.
2. A speed that is satisfactory for business purposes can be attained in a comparatively short time. Seniors can write from 70 to 90 words a minute in one term. In an evening school, a speed of 70 to 90 words a minute was developed in 3 months, 2 nights a week, 1½ hours a night. In the same school, it takes nine months to develop the same speed in shorthand.

## VALUE OF LONGHAND

3. Longhand systems are easier to read. Therefore, the transcription is more accurate. The longhand stenographers would thus be a boon to businessmen who are continually complaining of the inability of their stenographers to transcribe accurately.
4. For the great majority of students (nearly 75%) who find it difficult or impossible to learn shorthand, longhand systems would be an advantage.
5. Shorthand should be reserved for the very bright pupils who would be prepared for the best jobs.

WHICH LONGHAND SYSTEM? We are now confronted with a dilemma—which system?

Here is my solution. Let each chairman experiment with that system which, in his opinion, is the best. This experiment should continue for at least five years. In time the Association of Chairmen of Secretarial Studies might come to some conclusion.

But even if we assume that no conclusion could be reached, no harm would be done. If, in each school, the chairman still feels that he is satisfied with the system that is used—well and good. If not, he will have at his disposal the reports of other chairmen and can change if necessary.

The great good that would come of teaching longhand systems—nearly 100% promotions, satisfied and happy pupils, a supply of stenographers—would more than compensate for this lack of uniformity.

It's time for a change, change that will redound to the benefit of the students and of the business community.

—«»—

## THE IGNORANCE OF THE LEARNED

Shakespeare had not been accustomed to write themes at school in favour of virtue or against vice. To this we owe the unaffected but healthy tone of his dramatic morality. If we wish to know the force of human genius we should read Shakespeare. If we wish to see the insignificance of human learning we may study his commentators.

—William Hazlitt, *Table Talk* (1821)



## Films of Special Interest\*

(Exceptional motion pictures reviewed for teachers by the film chairman of the New York City Association of Teachers of English)

### OTHELLO (UNITED ARTISTS)

Produced and directed by Orson Welles. Photography: Anchise Brizzi, G. R. Aldo, George Fanto, with Troani and Fusi. Original musical score composed by Francesco Lavagnino and Alberto Barberis under the supervision of Orson Welles. Source: "Othello, the Moor of Venice," by William Shakespeare. Leading Players: ORSON WELLES, Suzanne Cloutier, Fay Compton, Michael MacLiammoir, Doris Dowling. (92 min.)

"I do not know whether a happy marriage can exist between Shakespeare and the screen," said Orson Welles last year in a much-quoted lecture given under the auspices of the British Film Institute's annual Summer Film School at Edinburgh.

His *Macbeth*, Mr. Welles hastened to point out, had been something of a runaway marriage: twenty-three production days, including one day of re-takes. An experiment, call it.

"One method of getting away from banality is to return to our classics, and it is for this reason one sees film-makers experimenting with Shakespeare, some disastrously, and some otherwise."

*Othello* is one of the most brilliantly imaginative experiments with Shakespeare ever filmed. If it is not yet the perfect marriage between Avon's swan and the cinema, it may be that such marriages must wait till film producers work in heaven. Mr. Welles—producer, director, star, composer, writer—worked in five Italian towns and three Moroccan villages.

"*Othello* took not twenty-three days but four years to make. It did not, however, take four years to shoot. Actually, its shooting period was about the normal one, but there were times when it was necessary to disband the unit, because I had to go away and act elsewhere."

(What Mr. Welles means is that he had to replenish the treasury. The speech in *Othello* which gave him the most trouble

\*Reprinted from the September 15 issue of the Joint Estimates of Current Entertainment Films—the "Green Sheet" published by the Film Estimate Board of National Organizations. It is one of a series prepared from time to time by "Educational Consultants on Entertainment Films," a committee of teachers in New York high schools who serve as volunteer reviewers.

## FILMS OF SPECIAL INTEREST

was Iago's to Roderigo, Act I, Scene 1—"Put money in thy purse . . . Make all the money thou canst . . . Go, make money . . . Traverse! go, provide thy money.")

*Othello*, its creator went on to say, "whether successful or not, is about as close to Shakespeare's play as was Verdi's opera. I think Verdi and Boito were perfectly entitled to change Shakespeare in adapting him to another art form; and, assuming that the film is an art form, I took the line that you can adapt a classic freely and vigorously for the cinema."

The man who said this has committed many sins, but dullness is not among them, nor conformism, nor anemia of the imagination. *Othello* is like everything he has ever done since *Citizen Kane*: it is touched with genius in many moments and open to argument on many scores. But it is the *best* thing he has done since *Citizen Kane*, and his playing of the Moor is the most powerful we have seen.

Why teach the film of *Othello* to high school students? Because it is Shakespeare spilling over into a flood of excitement—stunning visual excitement, turbulent musical excitement, provocative creative excitement. It is not classroom Shakespeare (often deadlier in conventional theatre productions than in classrooms themselves). It's not Shakespeare "by the book"—though it can be followed by an eager search in the book. It is an extravagance of cinema-Elizabethanism, all conceits and richness of invention. "I think I'll read an Elizabethan, like swinging from bough to bough," wrote Virginia Woolf in her diary one morning. Seeing Welles' *Othello* is just as dizzying. If you know a better way to arouse the young to anything—reading Shakespeare or seeing plays—than to set them head over heels first, with the blood tingling in their ears, come around and tell us about it. But first let us tell you about the class we took to a preview of the Welles film last May.

They were sixth-termers, members of the special film class at Abraham Lincoln High School in Brooklyn. With them were some seniors, dull to normal, and a few "toughies" who had been considerably taken aback by the invitation to a Shakespeare movie but were unwilling to pass up any chance to get out of school a period earlier. The only people who had ever met *Othello* in any form before, some teachers of English, were put in the back row.



What the youngsters got that afternoon was a series of electrical charges, *Othello* by flashes of cinematic lightning:

*The melodramatic opening shots of the funeral procession for Othello and Desdemona, with Iago swinging in an iron cage for vultures to peck at ("If there be any cunning cruelty/That can torment him much and hold him long./It shall be his") . . . The brilliant "real" movement of the Venetian scenes: Iago and Roderigo in a gondola on the Grand Canal, shouting Brabantio out of bed and onto his balcony; the Senators in a truly Cinquecento scurrying in the Doge's Palace and up and down the great interior staircase and under the colonnades of the balconies of the Palazzo Ducale . . . The counterpoint of light and movement, sound and image, line and gesture: sunshine and pigeons whirling in the Ca' d'Oro; bars of light and shadow in the Venetian palace interiors; blinding sunshine and raw wind in the "jealousy" scene on the battlements of the "Cyprus" fort, actually a 16th-century Portuguese citadel at Mogador on the west coast of Morocco . . . The tremendous dramatic conviction of the plot: Cassio getting drunk in a plausible military brawl; Lodovico arriving in a triumphal pageantry of boats, spears, pennants, and soldiery in the harbor; Iago managing his deceit in a double-maze of interior corridors; Othello and Desdemona getting farther and farther apart in great vaulted, shadowed chambers.*

Two scenes of "shock" more Wellesian than Shakespearean, perhaps, are the Roderigo-murder and the Othello-epilepsy scenes. Adult playgoers are accustomed to seeing Iago do in Roderigo and make an attempt on the life of Cassio in some familiarly-shadowed "street" before the curtains. In Mr. Welles' movie the whole affair is carried on in a steam-bath. (It had to be. When they were scheduled to shoot this scene in Mogador, the costumes hadn't arrived. Where else could Cassio and Roderigo be plausibly stripped, and draped and turbaned in Turkish towels, but in a steam-bath?) Thus we have—depending on your point of view—either a travesty or a superbly original shot of Iago stabbing Roderigo, imprisoned under the slatted floor, like a malevolent spear-fisher ("O damned Iago! O inhuman dog!") while clouds of vapor rise from what might be Hell but is merely a vat of boiling bath-water. As for Othello's epileptic seizure, it is similarly irritating or effective in proportion to your familiarity with the original and your freedom from fear of what Mr. Welles can do with a

theme from Shakespeare. Othello's fit takes place on the sands of Mogador; the world is upside down and we too are swirled in a mad sky until the camera (and the Moor) "recover straight."

In such scenes as these, where the camera's eye on barred gratings and coiling vapors (in the first instance) discovers for us Iago's demonic trapping of Roderigo and Cassio; and the strange angle-shot (in the second instance) illuminates Othello's tragic "trance," we should see much more than a bravura cinema style, or a lust for the bizarre. Significantly, the student previewers found these moments heavily emotional. *Othello* was living an extraordinary life of its own on the screen . . . "You can still do anything with films, and television is not a substitute for them," Welles had told the Summer Film School at Edinburgh. "The great power of the film, the use of the image as such, will always belong to the cinema."

*Othello* has fascination for the young. It is a film which excites them because it comes from an exciting mind. But it is not perfectly realized, and they need a teacher and Shakespeare to explain some of its mysteries. The architectural arabesques are often so overwhelming that a plot-thread or a theme-line is lost. Here and there a speech is blown into a nor'westerly gale off the Mogador battlements. And the soundtrack has suffered from the production's many sea-changes. At least one character is not wholly projected by cinematic image alone, and that is Iago (Michael MacLiammoir). Since Mr. Welles has cut all of Iago's explanatory soliloquies, and Mr. MacLiammoir's interpretation of the role—no open villainy, all cat-playing-with-a-mouse, "honest Iago" gently plausible in the midst of all devilish business—is too subtle for a roving camera to catch, high school students have a lot of questions about Iago. It makes a wonderful springboard for "Now let's read the play."

The reason they are eager to read the play is that the movie not only shocked them alive with its director's originality but stirred them deeply with its star's performance. Orson Welles is a great Othello. Only rarely does his camera distract you from his inner drama. More often it is used to fix a line forever in your mind . . . or a theme lost in more pallid staging. It is hard to forget Othello looking into a mirror, the reflection distorted as is his own spirit Iago has been playing with . . . "how nature erring from itself,— . . . for I am black . . ." A majestic bulk in his



leather jerkin, black tights and long white burnous, Welles is often noble, tender, moving; the last scene is magnificently played. Suzanne Cloutier, all wide grey eyes and flowing light hair, is a pictorially satisfying Desdemona. The rest of the cast is first-rate: Fay Compton, in particular, as Emilia, though some important lines establishing her relationship to her husband have been cut; Robert Coote as Roderigo, Doris Dowling as Bianca, and Michael Lawrence as Cassio.

The intense beauty of this film comes only partly from the vivid black-and-white location photography (mostly in Venice, with excursions to Torcello, Viterbo, Tuscania, Rome—and, of course, to Morocco). It stems from a prodigality inherent in Welles' spirit, a prodigious (if flawed) talent rare not only in the movies but in all our "mass entertainment." Carpers, be still. The youngsters, that afternoon in May, received this film like a bolt of lightning. That image seems to crop up in talking about Welles . . . Michael MacLiammoir has pointed out that to pick small flaws in the films of Orson Welles seems out of place "as though one attempted to assess a thunderbolt with a bare and rather querulous bodkin."

However you speak of Mr. MacLiammoir's friend among your adult bodkin-wielders, remember that Orson Welles' *Othello* can awaken a roomful of adolescents to the tragedy of jealousy, which is very strong stuff for them; that it can move them to compassion for the Moor who was led to destroy his young wife; that it can inspire them to go home and learn by heart some of the finest lines in Shakespeare.

RUTH M. GOLDSTEIN

Abraham Lincoln High School

#### PAMPERED

American parents had a shock recently when a survey of New York television stations showed that children's programmes contained an average of fifteen sluggings, stabbings and shootings in every hour's entertainment, compared with less than half that number in the same period of screen-time for grown-ups. Producers have promised a speedy overhaul of the adult programs.

—Punch, July 7, 1954

## Education in the News

*Much water goeth by the mill  
That the miller knoweth not of.*

—John Heywoodes Woorkes

In 1916 Dewey lamented the state of science education in the elementary and secondary schools. Were he alive today he would be lamenting the shortage of science teachers, the diminishing number of engineers being graduated from our colleges and, in addition, he would be deeply concerned with the alarmingly small number of college students who are planning careers in abstract science.

Dewey's concern was with the acquisition of information which is fragmentalized, however lofty may be its names, such as physics or chemistry. He was concerned with the program of nature study in the elementary schools which concentrated on mere observation of a taxonomic nature. The absence of an ongoing quality of purposefulness in both nature study and the budding general science disturbed him because he felt, in the case of nature study, that it led nowhere. The world of general principles which could serve as foundation stones for continued experience and application was formulated by teachers—nay, stated—out of isolated, compartmentalized, discrete "experiments" which, in most cases, were unrelated to the continuous life activities of pupils.

Dewey believed, as we do now, that articulation of science education should be continuous from the elementary school to college. He did not believe that pupils should be considered junior scientists; he held that their experiences should be of discovery and unfoldment, that experiences with common household appliances, or the discovery of a common garden flower should lead to observable principles, with opportunities for drawing conclusions and formulating laws applicable to other experiences.

For example, the collection and identification of tree leaves ending in spatter or blue prints is a cul-de-sac activity. Examination of the mechanical parts of a vacuum cleaner, per se, is not an experience likely to lead to an understanding of Faraday's discovery or to any broad understanding of applicable principles of physics which ordinary citizens should, in this year of 1955, understand.

Dewey was not alone in examining the nature of education from this viewpoint. Critics in our own profession have been rife with



questions anent education as a storehouse of assorted and unassimilated fragments, and education as ongoing experience from which broad lessons may be drawn and applied.

What is interesting and worth examining in this article of Dewey's, "Method in Science Teaching," which was first read as a paper before an NEA meeting in 1916, and now published in the April, 1955, issue of the *Science Teacher*, is the assumption that maybe we are doing our teaching in science backwards. Let us look at several selected paragraphs, printed below.

... I say that the end of science-teaching is to make us aware of what constitutes the most effective use of mind, of intelligence; to give us a working sense of the real nature of knowledge, of sound knowledge as distinct from mere guess-work, opinion, dogmatic belief, or whatever...

... A man may have a great deal of cultivation, a great deal of information, correct information at that, about things, but if he has never made a first-hand acquaintance at some point with scientific ways of dealing with a subject-matter, he has no sure way of telling the difference between all-wool knowledge and shoddy goods...

... The first stage belongs, of necessity, to the elementary school; for I do not think that any amount of pains and ability in the high school can make up for a wrong start, or even a failure to get the right start, in the grades...

... the purpose (of science in elementary schools) should be to give a first-hand acquaintance with a fair area of natural facts of such a kind as to arouse interest in the discovery of causes, dynamic processes, and operating forces... our present elementary nature-study... is too static, and hence too miscellaneous... No amount of information of this sort can supply even a background for science...

... As an attempt to get back nearer to the world in which the pupil lives, and away from a world which exists only for the scientist, the general-science tendency has... its justification. But I have an impression that in practice it may mean two quite different things. It may take its departure from sciences which are already differentiated, and simply pick out pieces from them—some from physics, some from chemistry, some from physiography, some from botany, etc.—and out of this varied selection form something to serve as an introduc-

tion to sciences in a more specialized form. Now this method I believe to be of the static type after all... it retains the essential mistake of any method which begins with scientific knowledge in its already-made form, while in addition it lends itself very easily to scrappy and superficial work, and even to a distaste for the continued and serious thinking necessary to a real mastery of science...

... he may take his subject-matter from any of the ordinary and more familiar materials of daily life... It may be varnish, or cleansers, or bleaches, or a gasoline engine. But he never for a moment allows in his educational planning, that thing to become the end of study; when he does, we have simply the wrong kind of elementary nature-study over again. To him, as a teacher, the material is simply a means, a tool, a road. It is a way of getting at some process of nature's activity which is widely exemplified in other phenomena, and which, when grasped, will render them more significant and more intelligible. While the student's attention may remain, so far as his conscious interest is concerned, upon the phenomena directly in front of him, it is the teacher's duty to see that he gets below the surface to the perception of whatever is scientifically in the experience. This need not be labeled a principle or a law—in fact, if it is so labeled at first, the name 'principle' or 'law' will be merely a label. But if further material is selected so that what the pupil got hold of before serves as a means of intellectual approach and understanding, it becomes a principle or law for him...

... what is desired of the pupil is that, starting from the ordinary unclassified material of experience, he shall acquire command of the points of view, the ideas and methods, which make it physical or chemical or whatever...

... larger numbers who might otherwise be drawn later into the paths of scientific inquiry now become shunted off into the more concrete and appealing paths of engineering, industrial invention, and application, simply because they have been repelled by a premature diet of abstract scientific propositions.

... there are... boys... who now go from courses of abstract physics into automobile factories... who, if they



had begun with the automobile under a teacher who realized its scientific possibilities, might have gone on into abstract physics.

I can sum up by saying that it seems to me that our present methods too largely put the cart before the horse . . .

JACOB A. ORNSTEIN

East Elmhurst Junior High School 127, Queens

#### FROM THE LOWER DEPTHS

Freddy, who is eight, falls in love with each of his teachers in succession. Thus it was with surprise that his mother heard him exclaim one day after school,

"Mom, Miss Roddy is a monster!"

"I'm sure she isn't, dear," said his mother. "What's the trouble?"

Freddy held out a spelling paper. For the first time, it was not 100.

"Look," he said furiously. "I had only one letter wrong in this word that has five letters, and Joey had *three* letters wrong, and she marked us both the same."

Freddy is also having book report trouble. Miss Roddy has not been able to understand why a boy who reads as many books as he does should always make his report on *The Adventures of Tom Sawyer*. But, as Freddy says, it's *still* the best book.

## Chalk Dust

Have you developed a teaching technique that you would like to share with your colleagues? You can share it by sending a brief description (150-250 words) to Irving Rosenblum, J.H.S. 162, Brooklyn 37.

### The Use of the Daily Drill in the English Class

A five minute warm-up drill in technical English is a helpful device for teacher and pupils in high school or junior high school. It gets the students started promptly with written work of value. It gives the teacher an opportunity to dispose of routines such as checking attendance, distributing materials, and interviewing pupils.

Using this method, much of the work required in technical English, often so deadily in full-period presentation, can be covered in time sometimes wasted before a lesson gets under way. The drills can be constructed to present new material, to review old, to diagnose class and individual weaknesses, to test readiness or to provide background or motivation for the main topic.

The drill is usually cast in the form of an objective test. For spelling, several forms of the word may be written and the student asked to select the correct one. Or the Regents methods may be used and the student asked to find an incorrectly spelled word among a group containing several words spelled correctly. For vocabulary, matching columns may be employed. In drilling on correct usage, the drill is usually confined to a pair of words often incorrectly interchanged (*lie-lay*) and the student asked to fill in the correct form. Correct pronunciation drills can also be presented in this manner.

The drill can similarly be used for remedial reading classes, particularly in the teaching of phonics. Such a drill might present words containing different sounds or blends to be grouped for rhyme or similar sound. Other uses of the device would develop quickly with the ingenious teacher who could build up a catalog of such drills appropriate for many purposes.

SAMUEL N. KLEINMAN

P.S. 32, Brooklyn



## High Points of Humor

THROUGH HISTORY WITH J. WESLEY SMITH



"If Harriet wants to do some good about slavery, why doesn't she write a serious article instead of this cheap fiction?"

—SATURDAY REVIEW OF LITERATURE

## THERE'S A MOUSE IN THE HOUSE

In order to make our unit on food and diet more meaningful, we have introduced animals into our everyday science experiments. For example, by a diet of white rice, beri-beri has been induced in pigeons. The effects of Vitamin A deficiencies have been shown by using rabbits. Last year, dark and light flours were used on rats. Even chlorophyll has been tested to determine its effect on odors.

This year a beverage experiment was suggested, inspired by the campaign started by Mendes-France.

SEE HOW THEY GROW. Five white mice, three months old, were given respectively wine, milk, tea, coffee, and soda. The students named the mice Dizzy, Moo, Lippy, Maxwell, and Bubbles. In the past they have selected such picturesque names as the Four Musketeers: Monomial, Binomial, Trinomial, and Polynomial—and also Kate, Duplicate, Triplicate, and Complicate.

The mice were weighed daily in each class, and weights were recorded in graphic form. Before the start of each day volunteers cleaned the cages, each of which contained a single mouse. One student in each class was in charge of bringing the proper beverage and weighing the mouse.

Two hundred children participated in the experiment. Many who wouldn't look at the mice the first week were clamoring to weigh them by the fifth week. The weighing was done in a glass beaker in front of the class, using a balance scale and gram weights. Ten minutes of each period were spent doing the weighing and recording. The diets were changed after two, four, six, and eight weeks so that each mouse received each beverage. Corn meal was the daily solid food for each mouse. We had lots of fun watching the mouse receiving soda twist his nose when the bubbles went into it, and observing the wine-fed mouse sleeping happily or trying to run around the cage.

As we expected, the mouse receiving milk was most active and showed the most growth. As each mouse received milk, it showed these same results thus eliminating the possibility that one mouse was more or less healthy than the others.



HIGH POINTS [October, 1955]

At the end of the experiment the students wrote individual laboratory reports. While slower classes described exactly what we had done in class, other classes used procedures which showed much imagination.

**DREAM MOUSE.** One pupil wrote up the report as a diary kept by each mouse. Another wrote his from the point of view of a turtle who occupied a nearby cage. Two devotees of "Dragnet" wrote "Fishnet" and "Mousenet." Another mystery addict wrote "And Then There Were None" with due apologies. The cat, of course, was the killer. Others used "See It Now" or "This Is Your Life" as the bases for their reports. One produced an eight-page comic strip, handpainted and printed. This pupil told me it took all of Christmas week to do, and he said he loved every minute of it. Another wrote a daily newspaper with headlines showing the progress of the mice. One adventure reader wrote on "The Last of the Micchicans." A more bomb-conscious pupil used the medium of science fiction and had the entire world wiped out with the exception of five mice and a cow. The cow, suffering from radiation sickness, was able to produce all the beverages. Another tried "Stalag 421" (my room). Two budding poets wrote their entire reports *à la* "Twas the Night Before Christmas" and "The Midnight Ride of Paul Revere." The former started by saying, "Twas the night before school, when all through the house, not a creature was stirring. Wait! I hear a mouse."

In addition to learning how to handle scientific data and reporting, the pupils' knowledge of exposition was used. Their mathematics was used in the graph work and in converting grams to ounces. Their pictures of the mice and scales showed some fine art ability. Several student photographers took surprisingly good pictures, which they included in their reports.

**ADVANCE NOTICE.** This was a ninth-year experiment, and already boys and girls in the seventh and eighth years have come in with suggestions for experiments for their future ninth-year classes.

ELEANOR M. CAPSON

J.H.S. 252, Brooklyn

The feet are the principal organs of locomotion, and the average person spends about 75% of his waking hours in some form of conscious movement which involves the use of the lower extremities.

The annual volume of remedies sold for foot ailments is reported to be well over 22 million dollars. From 62 to 75% of all foot remedy products are sold to women. Foot ailments of one kind or another are suffered by 9 out of 10 Americans, the United States Public Health Service reports. These include corns, calluses, bunions, athlete's foot, ingrown toenails, weak or fallen arches, and tender burning feet. From observations by podiatrists in private practice, institutional work, work in the armed forces and school surveys, about 80% of the national population is suffering from some sort of foot disorder.

It is impossible to be concerned with the foot without considering the entire make-up of the body. The same types of bones, blood vessels, nerves, muscles, ligaments, and skin that compose the rest of the body make up the feet. As all the body parts are interconnected and work together as a unit, many foot disorders can be traced directly to diseases of some vital organ of the body. Likewise, many diseases of the body first become evident in the feet. The foot consists of 26 bones bound together by ligaments, supported by muscles, and supplied by blood vessels and nerves. The feet are constantly subjected to strain and injury. Sick feet cause fatigue, nervousness, backaches, leg aches, and headaches.

We are beginning to realize more and more the importance of the dynamics of the foot, its relation to general diseases of the body, its capacity for developing diseases and disorders of its own. Industry finds that foot ailments are the cause of much suffering, loss of time, poor work, and accidents. Workmen's compensation boards are interesting themselves in the prevention of injuries of the feet. The armed forces in the last war found a tremendous amount of incapacity developing during service as a result of unstable and weak feet, and conducted surveys which have been of great value.

**INVESTIGATIONS.** Foot health, nevertheless, is still one medical problem that has not been investigated thoroughly enough, since the great majority of foot complaints stem directly back to



HIGH POINTS [October, 1955]  
 our childhood and from our initial introduction to footgear.  
 In 1944 the Podiatry Society of the State of New York and Dr. Frank O'Brien of the New York City Board of Education were able to demonstrate through the examination of about 20,000 New York City elementary and high school students, that a surprisingly large number of children were already suffering from some pathologic foot condition (see TABLE I). About 60% of the group examined showed that they were suffering from simple, remediable disturbances. About 20% had already acquired advanced disturbances requiring professional care, and the remainder were free from foot ills.

In 1950 the Norwich Community Foot Health Service Plan examined 1,738 school children and 461 adults. Foot disorders were shown (Table I—Groups II and III) to increase as the individual's age increases. Where people need professional care (Group III), the percentages increase from 6% in the elementary school students to 20% in the adult.

In the Brooklyn College Survey (Table I-1951) 70 different foot conditions were found; 23% of Groups II and III were mycotic cases. This stresses the necessity for comprehensive educational programs which will acquaint and familiarize students with proper sources of foot care.

In the Tucson, Arizona, 6th Grade Survey (1951), 1,589 pupils were examined. A total of 898 had gait disorders; 1,416 showed poor posture; 366 had skin disorders; 590 had foot deformities; 224 had corns and calluses; 888 had toenail deformities; 1,383 wore poorly fitted shoes; 395 wore improperly fitted stockings.

Table II shows that the incidence of corns and calluses is more than doubled in the age group from 11 to 16 years. Shoes and hosiery were a vital factor.

TABLE II. Incidence of Corns and Calluses in Relation to Age

AGE GROUPS	CORNS and CALLUSES
6 to 10 yrs.	30%
11 to 16 yrs.	71%

TABLE I. Foot Health Surveys

FOOT HEALTH

SURVEY	EXAMINED	TYPE	AGE GROUP	GROUP I (Remediable Disorders)	GROUP II (Remediable Disorders)	GROUP III (Need Professional Care)
BOARD OF EDUCATION, N.Y.C.	1944 20,000	Elementary and High School Students	6 to 18 yrs.	20%	60%	20%
NORWICH COMMUNITY	786	Elementary, Public and Parochial School Students	5-11 yrs.	26%	68%	6%
FOOT HEALTH SERVICE PLAN	1950 306	Junior High School Students	11-14 yrs.	12%	78%	10%
NORWICH, N. Y.	646	High School Students	14-18 yrs.	14%	72%	14%
	461	Industrial Workers	Adults	6%	74%	20%
BROOKLYN COLLEGE BROOKLYN, N. Y.	1951 1,731	Male College Students	16-27 yrs.	37%	33%	30%
TUCSON, ARIZONA SURVEY	1951 1,589	6th Grade Pupils	10-12 yrs.	37%	24%	39%
TUCSON, ARIZONA	110	Postal Workers	Adults	10%	36%	54%



**HIGH POINTS** [October, 1933]  
*An Experiment in Foot Health*

**AIMS:**

1. To increase the efficiency of the feet.
2. To prevent disorders of the feet by encouraging correct foot health habits.
3. To study the proper methods of fitting shoes and stockings.

**PROBLEM:**

How foot health is affected by improperly fitted footgear.

**MATERIALS:**

1. Paper towels
2. Chair
3. Pair of stockings (1" longer than feet)
4. Four safety pins (No. 2)
5. Two pencils (1 black; 1 red)
6. Pupil's shoes.

**PROCEDURE:**

1. Sit on a chair, remove your shoes and stockings, and place your base feet on separate paper towels.
2. Trace an outline of your right and left foot carefully, keeping the black pencil against the border of the foot and at a right angle to the paper.
3. With heels in place on the paper towels, stand up for one minute and trace the feet as before, but with the red pencil. Are your feet longer, on standing? Have the arches of the feet changed shape?
4. Be seated, and put on your stockings. Pull the toe area of the stockings forward so that the heel area feels snug.
5. Now run one safety pin into the stocking in front of, at a right angle, and close to the longest toe; and a second pin close to the fifth toe of each foot. Fold the excess of the stocking over the top of the toes. You have created a condition similar to a pair of short-fitted stockings.
6. Slip your stockinged feet into your shoes and lace the shoes.
7. Stand up and walk around. Are your toes crowded? Do you have difficulty in walking?
8. Take your shoes off and remove the safety pins from the stockings; fold the excess toe area of the stockings over the top of the toes; and insert the stockinged feet back into the shoes and lace them.
9. Stand up and walk around. Do your feet feel more comfortable now?

**FOOT HEALTH**

- Why does the foot doctor advise wearing stockings one inch longer than the feet?
10. With the body weight on the left foot and on the right toes, lift the right heel. Does the first toe joint of the right foot bend at the widest part (sole) of the shoe? Does your left shoe bend at the left first toe joint? If so, you are wearing a properly fitted one.

**OBSERVATIONS:**

1. Which is the longest toe of your foot? 1st? 2nd? 3rd?
2. When do the pinned toes become cramped and uncomfortable, at first or after walking around?
3. Are both of your feet equal in length?
4. Do you have blisters, corns, or calluses on your feet? Where are they situated?
5. Compare the length of your toes with the toes of other classmates. Are they longer? Shorter?

**CONCLUSIONS:**

1. The arches of the feet are flexible and help to absorb the shock of the body weight in motion.
2. When the activity of the toe joints and arches of the feet is limited by short stockings and improper shoes, the body weight is transferred to the delicate skin of the toes and the nerves between the foot bones—resulting in blisters, corns, calluses, and pain.
3. The maximum efficiency of the feet can be obtained by encouraging full range of motion of the arches and joints.
4. Correct foot habits will prevent many foot disorders:
  - (a) Wearing stockings  $\frac{1}{2}$ " to 1" longer than the feet
  - (b) Properly fitted shoes
  - (c) Daily foot hygiene.
5. The application of these facts will increase the pupil's welfare and happiness.

**REFERENCES**

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2. Journal of the National Association of Chiropodists
3. The Merck Report

MAXWELL J. LEON

George Westinghouse Vocational H.S.



## HIGH POINTS [October, 1955] OUR SENIORS EVALUATE OUR HEALTH-COUNSELING PROGRAM WHY AND HOW

Shakespeare spoke the truth when he had old, infirm, weary Lear utter:

*"... may be he is not well:*

*Infirmity doth still neglect all office*

*Whereto our health is bound; we are not ourselves*

*When nature, being oppressed, commands the mind*  
*To suffer with the body: I'll forbear."*

The recognition of how health influences our very thoughts and actions is a truth that comes to the fore only as the result of maturity, reflection, and deep personal experience. But it's hard to convince people who have never been ill that "health is wealth" and is worth more than any other treasure, real or fancied. This axiom seems particularly true to those of us who are engaged in maintaining the health of young people of school age. Most of them are buoyant, with the bloom and the wholesomeness of youth, and a discussion of problems of health usually seems as remote to them as the problems facing beings on another planet. Knowing how full of energy, of good spirits, of sheer well-being most adolescents are (did you ever take care of a lunchroom or did you ever witness the energetic antics on a dance floor?) is it any wonder that such an attitude of indifference is not hard to fathom?

But adolescents are growing; their health is subject to many dangers. They need to be told, to be made aware of how to maintain the priceless asset of their youth.

**THE PLAN.** Each term our Health Council holds a special program that deals with some phase of its work. This term our health coordinator and our principal conceived the idea of having our senior pupils evaluate our school health service. We hoped not only to show what we did to maintain the good health of our pupils, but also to make students acutely aware that they must guard their health for the priceless possession that it is. Inasmuch, too, as most of them were about to enter the business world, we hoped to reveal to them the importance and value of health in securing and in keeping a job.

The school health coordinator, a committee of seniors, our

## SENIORS EVALUATE HEALTH-COUNSELING

placement counselor, our school physician, the principal, and our school nurse planned a panel meeting at which the senior class and other qualified and interested people would exchange ideas and experiences. Accordingly, the committee drew up a series of key questions related to the panel topic and then invited those people who, the committee felt, might make worth-while contributions to the panel. The following were the problems that were drawn up for discussion:

1. What were the personal experiences of the pupils in our health program?
2. What are some of the statistics of our health program?
3. Did the program meet your needs?
4. How were the home and industry brought into our program?
5. How can our health program be improved?
6. How will the program help you once you are employed?

We had an imposing list of distinguished visitors, and we were deeply gratified to learn that many busy people were willing to leave their duties to attend our meeting. These visitors were guests of our Social Hostess Class for a brief snack before the meeting.

**THE DISCUSSION.** When the guests and our seniors were assembled in our auditorium and the necessary introductions had been made, the G.O. president indicated the purpose of the panel and then explained the procedure that would be followed in raising and in answering questions. These problems, as will be seen from the list below, were both significant and stimulating, and the entire panel was conducted with a most gratifying air of seriousness and with a recognition of the importance of the meeting. These were the problems that were raised and discussed:

1. Of what personal benefit has the health counseling program been to you?
2. In what ways do you feel that the health counseling program has helped you become more health conscious?



3. Would you, of your own free will, have corrected your physical defects?
4. Do you think that having a good health record will help you in the business world?
5. Of what value have the audiometer tests been to you?
6. As a point of information, how many ate breakfast this morning? How many did not?
7. How may you help your mother prepare her meals? What knowledge did you gain about the preparation of meals? In which course did you learn this?
8. How did the health-counseling program help you socially?
9. How important is good health in making an attractive appearance?
10. Can cosmetics cover up the fact that a person isn't well?

We had a number of alumni present, and we directed the following questions to them:

1. How has our health-counseling service helped you now that you are working?
2. What can we do to improve our health-counseling service?
3. We hear from our employers that the record of our graduates is very good as far as attendance is concerned. Do you attribute this to good health habits that you formed at Maxwell?

It hardly need be underscored that the seniors listened to the alumni's answers with added interest, for they realized that these were replies from their peers who had preceded them into the world of work.

The procedure we adopted in conducting the panel was, we believe, conducive to getting responses from everyone present. The student chairman of the meeting raised each question and asked the seniors for replies. Once this was done, the chairman called upon the invited guests for their contributions. In this way the pupils' experiences and those of our more mature guests were combined and gave everyone an excellent notion of the ramifi-

cations and the significance of each problem. For example, in response to the question "How did the health-counseling program help you?" a girl replied that she had been advised to wear braces on her teeth, but she felt that were she to do so, her chances of getting a job might be reduced. She felt that her appearance would suffer. But when the personnel manager from the Fisher Scientific Company raised his hand and gave his views, this girl and the entire audience as well were pleased to discover that such was not the case. The personnel manager indicated that the very fact that a worker was wearing braces was ample evidence that she was interested in maintaining good health and had sufficient maturity to disregard a temporary feature of her appearance. The employer then went on to indicate how absenteeism caused a loss of thousands of dollars in wages and in profits. He revealed that a pupil's attendance record is carefully studied in advance of the person's being hired.

Similarly, the question relating to the type of breakfast eaten that very morning brought out not only the ideas of the seniors, but also of the physicians, nurses, and health educators present.

Once the questions had been adequately discussed, the chairman called upon a number of guests to tell how their work was related to the problems that had been raised and aired so well. For example, our attendance coordinator showed how attendance was improved through the efforts of the health-counseling program; our school physician and our school nurse emphasized the importance of the pupils' regarding their physical examinations in an impersonal manner; our guidance chairman showed how health and guidance were intimately related; our placement counselor showed the fine record of our graduates as far as attendance and cooperation with health authorities in their places of employment were concerned; a number of personnel managers corroborated this last with actual statistics based on the attendance and health records of graduates that they have employed.

DEEPER INSIGHTS. What were the outcomes of this unusual and interesting panel? We feel that our pupils were influenced in the following ways:

1. Although good health may be their good fortune at present, our pupils were made cogently aware of the necessity of preserving that treasure. "A proverb is no proverb until one's life has



illustrated it," says John Keats; "health is wealth" has been dramatically illustrated to them now. The necessity of proper diet, of periodic visits to the doctor and the dentist, of the maintenance of a proper balance between rest and play was underscored. Emphasis was also placed on the advantages of preventive medicine over curative medicine.

2. The vital importance of good health in both getting and keeping a job was effectively revealed, particularly by the employers' representatives who played so active a part in the discussions.

3. The role that our school played in keeping a constant check on the health of our pupils became apparent to all. (It should not be taken for granted that the students were as conscious of this as we might expect.) We believe, too, that they acquired a greater appreciation of our efforts to help them.

4. A number of misconceptions—involving such notions as not needing a good breakfast and not being concerned with looking after their health since they were, in the main, healthy—were effectively eradicated.

5. The cooperative functioning of the school, our local health center, our school system, the Board of Health, our school physician and nurse, and industry in maintaining a constant interest in the health of the students was clearly shown. This joining of hands and minds by the many individuals and community groups undoubtedly gave our pupils a greater appreciation of the way a democratic society can function. What other form of government would do as much for the average individual and show so deep a concern for his welfare?

6. We learned what the pupils themselves thought of our health-counseling program, and we got a number of ideas for possible improvement and extension of this program. Probably, the pupil participation feature of this event was most significant. It provided a leavening quality to a learning process that was quite evident. The young people seemed to realize that their health was important to other people as well as to themselves. As a result, the program had more meaning for them. Almost as a kind of coincidence at the time of our panel, one of our pupils won a first prize in a city-wide poster contest based on a problem in health. The meeting gained added significance when the winner received a check for his efforts from the president of the health group that sponsored the contest.

## THE FOCAL AREA OF YOUR SHOP

In conclusion, we feel that our panel discussion was one that gave the pupils and everyone else present a deeper insight into our health-counseling program and instilled everyone with a deeper appreciation of our efforts in what is certainly one of our greatest responsibilities—the maintenance of our citizens' health.

OLGA D. TAUB

William H. Maxwell V.H.S.

## THE FOCAL AREA OF YOUR SHOP

"Mr. Rogers! please get me the varnish for my end table," pleaded Alfred.

At the same instant, Carlos, another student in Mr. Rogers' shop class, cried out, "Mr. Rogers! where is the dowel jig you told us to use?"

While Mr. Rogers was getting the varnish for Alfred and the dowel jig for Carlos, Mildred, a messenger from the school's office, interrupted him saying, "Mr. Rogers, the principal wants you to read this note and give him a written answer immediately."

At this moment, the fire drill alarm sounded and Mr. Rogers, harassed and besieged, gathered his shop boys and led them through the fire drill exercises. After this, Mr. Rogers, with his class, returned to the shop where he resumed his confusing activities until the end of the session.

Does this happen to you? Are you like the harassed Mr. Rogers who is leg-weary and exhausted at the end of the day from the pressure and routine of his grueling classwork? Many shop teachers do have such feelings and they are the natural result of a full day's conscientious teaching effort.

Much information is available to help the teacher plan his course of study to provide the best instructional and safety practices for students. Little is said, however, to help the teacher with his shop management problems. This article is written with a view toward assisting the teacher to make his routines more efficient. It aims to reduce the teacher's fatigue and allow him to devote more time and energy to the important job of teaching.

**PLANNING.** The teaching of a shop subject differs from teaching academic subjects in aspects of method and organization. In shop instruction, a considerable amount of individual instruction



is required and the use of a variety of tools and materials necessary. The teacher must supervise the distribution of these tools and materials or do it personally. To a limited extent, this as well as the performance of other routine tasks, may be considered as an integral part of the instructional program. On the other hand, these duties may hinder the teaching process if they are not efficiently administered. It follows, then, that a teacher should carefully plan the administration of shop routines to permit the greatest emphasis on teaching and to avoid personal fatigue.

The solution to the problem of systematizing nonteaching routine lies in the centering of the teacher's movements within the focal area of a shop. The focal area of a shop may be defined as that area where there is the greatest concentration of teaching supervision, direction and student activity. The two factors that determine the focal area are the activities of the teacher and the physical layout of the shop's equipment. The teacher, by his methods of teaching, program planning and routines, automatically creates a natural area around which the greatest concentration of activity centers. Because the teacher must go to closets, benches, racks and drawers for the tools and materials he uses, the physical arrangement of the shop influences the location of its focal area. If the teacher and the physical equipment he uses most frequently are situated in the same compact focal area, then the class can be conducted with efficiency and ease.

Let us consider the problem of how to arrive at the focal area of any given shop.

**SELF-ANALYSIS.** The teacher should begin with a self-analysis of his teaching habits and routines over a period of at least two weeks. Included in these might be the following: 1—Giving shop talks, demonstrations and individual instruction; 2—Distributing and collecting tools and supplies; 3—Operating control valves and master switches; 4—Administering first aid; 5—Providing for the cleanliness, ventilation, and illumination of the shop; 6—Receiving and sending intraschool messages; 7—Grading projects and keeping class records. Even teachers in general or multi-purpose shops would find a number of activities that are repeated daily. After the teacher has determined those movements in his daily routine that are repetitive, he must scrutinize the physical arrangement of the room. The closets, cabinets, benches and

drawers to which he must have constant access, should be located in the area in which the teacher conducts most of his work. This, then, would be considered an effective focal area. In some situations it might not be possible to move closets and cabinets so that they are easily accessible. In this case, the teacher should plan to relocate his activities closer to such stationary closets and thus make the focal area as compact as possible. The focal area should be established in the most logical place in the shop and need not be at the front of the room.

A positive method of arriving at a focal area would be to draw a schematic layout of the shop, and, during the course of observations, to indicate, on the schematic, those areas where there is the greatest activity. This would give a graphic representation of the existing places of most frequent movement. A reconsideration of the shop focal area should be made often, especially after a new subject unit has been added to the program. In all planning, care should be exercised to avoid creating unnecessary congestion and safety hazards.

**NOT A FIXED POINT.** The principle of establishing a focal area of operations within a shop is not to be construed as a plan to encourage poor teaching methods. The man who does all his teaching seated in a high chair at the front of the room or the teacher who gets so engrossed in remote corners that he is unaware of what is happening elsewhere does not belong in the focal-area scheme. The recommended method for the alert teacher is to move about the shop giving individual instruction and to return frequently to the focal area so that he may retain general control of the class. This is in agreement with the experienced teacher's practice of keeping an eye on the class for the purpose of supervising all activities, correcting student mistakes and preventing accidents.

The most valid shop teaching plan is one in which there is a maximum of teaching activity accomplished with a minimum of repetitive routine and teacher fatigue. If a system of analysis and organization is used as is suggested here, the teacher may go far toward attaining the goal of an efficient and constructive shop teaching program.

EUGENE F. HAUG

Mark Hopkins Junior High School



## WHO WROTE WHAT? — AND HOW?

The addition of Christopher Marlowe to the list of claimants for the mantle of Shakespeare gives added point to a series of letters which appeared this past year in the *Harvard Alumni Bulletin* and in the *New York Times*. Because of its abiding interest in cultural phenomena, *HIGH POINTS* reprints the letters in full as a public service.

It all started with a letter in the October 23, 1954, *Harvard Alumni Bulletin*:

To the Editor of the *Bulletin*:

The query "Was Shakespeare Educated?" posed in the caption on Mr. Pier's letter in your current issue can best be answered by the plays themselves, which show the author's thorough knowledge of ancient Greek literature and of Latin, French, and Italian literature, including Dante and Ariosto—all in the original; as well as a sound knowledge of 16th century pleading and law of real property of England. The noble poet and dramatist who wrote under the pen-name of Shakespeare obtained his A.B. degree from Cambridge and his A.M. from Oxford; he spent the closing years of his 'teens as a student of law at Gray's Inn. He had sixteen months of travel and study in Italy, France, and Germany. He was hailed by the critics of the day as England's leading patron of letters, poet, and dramatist . . .

President Pusey in an address on May 25, 1954, said: "A scholar or a scientist has an obligation to investigate and report on new ideas, even though his conclusions may be unpopular." Why are scholars in the English departments of our universities, with a few honorable exceptions, unwilling to investigate the evidence which lately has become available proving that Shakespeare was the pseudonym of Oxford? These scholars cannot produce a scintilla of evidence that the grain-dealer of Stratford, Wm. Shaksper or Shaxper, as spelled on his marriage bond and license—who for a short time was a minor actor and play-broker in London, was ever identified by anyone as the poet and dramatist, except by the three words in the poem by L. Digges inserted as a false clue in the First Folio, thus perpetrating the boldest literary hoax in history.

## WHO WROTE WHAT?

Oxford was prevented by Authority, against his wishes, from publishing his works under his own name, as Ben Jonson and other writers knew. In the sonnets he states clearly that he is anonymous and must remain so. He invented a nom de guerre, "Shake-speare" (hyphenated), as it was spelled on the first edition of the sonnets and on eighteen of the first authorized editions of the quartos of the plays. This made-name is rich in symbolic implication. Even forty years after his death his anonymity could not be revealed, so important was the state secret which had to be protected.

CHARLTON OGBURN, Law '06-07

Well, if Shakespeare was an impostor, what about Milton, Wordsworth, Byron, Keats, Shelley, Browning? Yes, what about Shaw? This second letter, from the January 15, 1955, issue of the *Harvard Alumni Bulletin*, has something to say on that subject. (This letter appeared as a filler in the June, 1955, issue of *HIGH POINTS* and is here reprinted for those who wish a complete file of the historic correspondence.)

Surely it is clear that (George Bernard) Shaw, that Irish adventurer, that unsuccessful popular novelist living in London on the proceeds of hack journalism, that irregular synthesis of an amateur mezzo-soprano and a day-dreaming wholesale corn merchant, lacking even the qualification of education at one of the provincial universities, could never have composed the lines of "Saint Joan" and "Pygmalion."

What evidence have we for this, save that they were published in his name and that, clever fraud that he was, he was able to hoodwink people of judgment into regarding them as his work? Who then is the personage shielded by this pretentious pixie? Is not the clue found in Shaw's aversion to his own solid Christian name?

The plays of George Bernard Shaw were written by George, Prince of Wales, later King George V. Does this not explain the decline of the powers of this "Shaw" after the death of that worthy monarch in 1936? Undoubtedly all efforts will be made to preserve this deep and well-kept secret, but Harvard scholarship can fetch it out of the murk. I call upon Howard Mumford Jones to let himself to it with no further delay.

R. C. MARSH, '51



When the bastions begin to topple, no one is safe. It was only a matter of time before some perceptive critic would challenge the most famous writer of all time. Our own Maxwell Nurnberg, in a letter to the *New York Times* (February 27, 1955), definitely answers the most perplexing of all questions about authorship.

A few Sundays ago, your critic performed a genuine public service when, with the aid of a letter that had been printed in the Harvard Alumni Bulletin, he helped explode the myth that G. B. Shaw wrote "St. Joan," "Man and Superman," etc. It was obvious, as the letter pointed out, that George V (the B and V being interchangeable, cf. Grimm's Law) was the real author and indeed the only one capable of having written the remarkable plays commonly attributed to George B.

Considerable research has led me to an even more momentous literary discovery, a discovery about the world's most prolific writer. After a careful weighing of the evidence, I have reluctantly come to the conclusion that Anonymous did not write his own stuff! I know that many savants have long suspected this but they have always been set back on their heels by the question, "Yeah, if Anonymous didn't write his own stuff, who did?"

After extensive research among footnotes, after weary scrutiny of bibliographies, I can say without fear of contradiction that the real author was Ibid. For isn't it obvious that Ibid is merely an old manuscript misreading for Idid (the b and d being interchangeable in old manuscripts)? And isn't it even more obvious that the real author, anticipating the brouhaha that future skeptics would raise over the question of who did, has given us his unequivocal and definitive answer, "Idid"?

Let's have no more nonsense about it!

MAXWELL NURNBERG

In fact, this compilation was made by

ANON.

### ONE WORLD

The National Association of Popcorn Manufacturers has been dissolved and has given way to the International Popcorn Association.

—The Hollywood Reporter, Dec. 13, 1954

## Books of Special Interest

THE ART OF MAKING SENSE. By Lionel Ruby. Published by J. B. Lippincott Company; 1954; 286 pages including index; \$3.75.

As the subtitle suggests, this is "a guide to logical thinking." As an exposition of a highly abstract area, it is practical, down-to-earth, readable. Though the book deals principally with logic, it ranges far afield for examples and illustrations. In considering the theory of permutations and combinations, it discusses gambling and "the gambler's fallacy." In pointing out the place of observation and imagination in formulating hypotheses, it devotes a chapter to the logic of Sherlock Holmes. In considering the relative values of circumstantial evidence and eyewitness testimony, it discusses the Hauptmann case. In explaining the eight steps of the scientific method it quotes a passage from *The Citadel*.

The material is presented and organized informally. After an introduction to his subject, the author examines words and their potentialities. Though the author uses semantics in his analysis of verbal confusion, he has no blind reverence for semantics, either with a small s or a capital. He takes Korzybski, Hayakawa, and Chase to task for misinterpreting some Aristotelian terms—and restores to Aristotle some tarnished prestige.

From semantics he proceeds to logic—with a difference. He makes even the dreary old syllogisms come to life. In contrasting truth and validity, he points out that statements are true or false; arguments, valid or invalid. A valid argument may contain false statements and reach a false conclusion. An invalid argument may, of course, contain true statements. He explains clearly other terms used in logic, like *undistributed middle* and *excluded middle*. He provides an illuminating discussion of contradiction and contrary. Unlike Pontius Pilate he assays a definition of truth.

Teachers who wish materials for teaching straight thinking will find much of value here. The author is a good teacher.

QUESTIONS BOYS ASK. By David W. Armstrong. Published by E. P. Dutton and Company, New York, 1955; 160 pages; \$2.50.

Mr. Armstrong, National Director of the Boys' Clubs of America; here lists and answers questions boys most frequently ask—including some "they should ask but don't." Questions are grouped by chapters; for example, "How Can I Be Popular?" "How Can I Get Along in School?" Boys (and girls) will benefit by his frank answers and keen understanding of young people. Adults who work with adolescents will appreciate the tolerance and breadth of the points of view expressed.

ANCIENT EDUCATION. By William A. Smith. Published by the Philosophical Library, New York, 1955; 309 pages including index; \$3.75.

Since all people everywhere have been concerned about passing on to their young the accumulated heritage (no matter how crude) of their



group, education has always been a unique reflection of society. Recognizing this, the book provides a history of ancient cultures as well as of ancient education. From the major achievements of Paleolithic man (like creating fire artificially), the author takes the reader through Mesopotamia and Egypt, China and India, Greece and Rome, to the culture of the ancient Hebrews. His concluding chapter deals with education in nonliterate, primitive societies.

The book has a helpful index and ample bibliographies.

**CONCISE DICTIONARY OF AMERICAN LITERATURE.** Edited by Robert Fulton Richards. Published by the Philosophical Library, New York, 1955; 251 pages; \$5.00.

This is another in the Midcentury Reference Library, several others of which have already been reviewed in HIGH POINTS. Though not intended as an exhaustive encyclopedia of American writers and movements, it compresses a great deal of information into its pages.

**PSYCHOLOGY IN LIVING, Third Edition.** By Wendell White. Published by the Macmillan Company, 1955; 317 pages including index; \$4.50.

Part One applies the principles of psychology to areas of everyday living: getting along with others, speaking, persuading, presenting ideas. Part Two considers problems of mental health and evaluates various types of maladjustment: envy and jealousy, rationalizing, daydreaming.

The book contains a great deal of practical wisdom, particularly for the layman unversed in psychology. The author has enlivened his book with many anecdotes and examples.

HENRY I. CHRIST

#### HARVARD WAS NEVER LIKE THIS

We get an idea of expenses at Oxford from the following account of a guardian as to money expended upon his ward in 1374: He paid for Thomas' board during 13 years 2s. a week at Oxford (104s. yearly), 40s. a year for clothes, linen and shoes; 2 marks a year for his teaching (ten years out of the thirteen), and for sundry expenses 20s. yearly.

—*Life and Work of the People of England, The 14th Century* (Putnam, 1929)

## Book Reviews

**THE SCHOOL AND THE COMMUNITY.** By J. E. Grinnell, Raymond J. Young, et al. Ronald Press, 1955; 444 pages; \$5.50.

The current tendency to integrate the school and the community is among the most promising movements of our time. Formulated as a partial answer to the educational blight that has been threatening to descend within the past several decades, this movement has been used by teachers, curriculum-designers, and school administrators to revitalize many pedagogic practices.

As the walls that separate the school from the dynamic world outside begin to crumble, an almost self-generated and exciting interaction between the two entities is created. Instructional units become organized around community-oriented aims, are enlivened and made meaningful by fresh air from the world beyond the musty classroom. The community itself, alerted to the problem, becomes vibrant and alive to its responsibility. *The School and the Community* is dedicated to an analysis of this interaction and a comprehensive description of how to attack the divisive walls. For, if the interaction is in one sense self-generating, it is, in still another sense, the offspring of philosophic disposition and practical, worldly know-how.

The integration of school and community has created unique problems. It has, for example, forced the professionals to develop effective public relations programs. It has challenged the public to exercise a degree and a quality of understanding previously undreamed of. It has led to a relinquishment of authority as the schools learned to recognize their obligation to share with other educative agencies their social function.

To foster this cooperative spirit between the school and the community, Dean Grinnell and Professor Young have prepared an exhaustive treatment of the relationship. Their treatment provides a double-barreled approach to the problem: they consider the relationship as a reflection of effective public relations; and, conversely, as the effect of a sound educational program. Unfortunately, in defining their objectives, the authors conceive of the need for wholesome school-community relations in narrow terms: in terms of the necessity for obtaining increased funds for buildings and teachers to accommodate the expanding school economy; in terms of the heightened public sensitivity towards increased taxes; and in terms of the attacks on public education by special interest groups. The desirability of a cooperative approach to educational problems by every social organization needs no such crass and vulgar justification.

This "quid pro quo" approach is, however, happily belied by the book itself. The first part of *The School and the Community* describes the desirable kind of educational relationships that should exist between the school and the community, revealing the ways in which community resources can enrich curriculum offerings. It shows how field trips and community surveys, how parent-teacher associations and local organiza-



tions, all affect the schools we live in. The discussion is crisp, vivacious and practical.

The section on the pressures to which our schools are subjected are as frightening as they are perceptive. These chapters beg very few questions. The authors, displaying balance and sobriety, come to grips with many of the basic antidemocratic forces in American education. If their proposals to cope with these forces by working with and through anti-democratic organizations sound pallid and somewhat remote, the treatment is nonetheless generally sophisticated and realistic. What these chapters lack in specificity—they cry, unheeded, for case studies and documentation—they make up in intellectual honesty and forthrightness.

The latter chapters are more concerned with spelling out the details of the public relations program, the devices which will sell to the public the school's contribution to society. They show the techniques by which the various mass media of communication can serve the purpose of developing in the community an understanding of school objectives. They demonstrate the value of public performances and exhibits, co-curricular activities, adult education, reports to parents, and the role played by teachers' visits to the home in improving school-community understanding.

Essentially, Dr. Grinnell and Dr. Young have explored the area where the school and the community meet and overlap. The learning activities undertaken outside the school impress the public with the vitality of the school program. In turn, a responsive and appreciative community makes a more effective contribution to educational activities. It is the quality of this interaction that concerns the authors.

Of this interaction, they write with verve and a feeling of excitement. This book is no mere administrators' handbook on building relationships. Nor is it a mere restatement of similar texts. It is an exposition with a thesis, a volume dedicated to a proposition. Because the thesis is provocative and the proposition meaningful, *The School and the Community* deserves most careful study. If this study leads to a reinterpretation of the function of the school in our democratic culture, our schools and our culture will both be the better for it.

AARON N. MALOFF

Bronx Vocational High School

DEFINITION

A psychoscholastic ailment: a minor ailment prevalent at school time, nonexistent later.

(New textbooks of interest to high school teachers may be listed and briefly annotated but not critically reviewed.)

READING FOR MEANING, Grades 4-12—Revised Edition. By W. S. Guiler and J. H. Coleman. Published by J. B. Lippincott Company; 1955.

As in the original edition, reading selections are followed by these testing devices: *Getting Word Meanings*, *Choosing the Best Title*, *Getting the Main Idea*, *Getting the Facts*. Upper-grade booklets also include *Making an Outline* and *Drawing Conclusions*. Scores with grade equivalents are provided for each test. Each booklet contains twenty-four reading selections.

MY HIGH SCHOOL. By Raymond P. Harris. Published by the Macmillan Company, 1955; 62 pages.

A booklet to be used by students at the beginning of their high school careers. Blanks to be filled in, questionnaires, explanations help the students adjust to high school by finding out all about it.

YOUR SPEECH. By Francis Griffith, Catherine Nelson, and Edward Stasheff. Published by Harcourt, Brace and Company, 1955; 504 pages including index.

This new text is divided into six parts: *Introducing Ourselves*, *Speech of Everyday Life*, *Tools of Speech*, *Creative Speech*, *Interpretative Speech*, and *Handbook of Voice and Diction*. It includes many halftones and cartoons.

READING WITH PHONICS, Revised. By Julie Hay and Charles E. Wingo. Published by J. B. Lippincott Company, 1954; 128 pages; Teachers Edition—320 pages.

This is the text praised by Rudolf Flesch in *Why Johnny Can't Read*. Review of this was to have been included in the review of Flesch's book (June 1955 HIGH POINTS), but the textbook arrived too late.

In contrast to the generally current method of presenting whole words before individual sounds, this book teaches sounds first—in isolation, then in combination. After children have learned to hear the initial vowel sound as in *apple*, they proceed to the short *e* as in *elephant*. After presenting fifteen sounds in this way, the teacher begins to work on blendings of *s* and *a*, *s* and *e*, *s* and *i* (sounds rather than letters). Thus new sounds and new combinations are presented, not haphazardly but in accordance with their previously analyzed difficulty. The teacher's edition takes the teacher step by step through each new combination. In his book Flesch claims that this method achieves phenomenally successful results. For another look at the reading problem see pages 58-75 of the September issue.



YOUR HEALTH AND GROWTH SERIES, Second Revised Edition.  
By W. W. Charters, Dean F. Smiley, and Ruth M. Strang. Published by  
the Macmillan Company, 1955. (Number of pages varies from 230 in  
Grade 3 to 341 in Grade 8.)

These graded readers present a program of hygiene for students in  
elementary schools. All phases of health, mental and physical, are con-  
sidered at appropriate grade levels. Slow readers in the high schools may  
find the upper-grade texts useful and satisfying. These are the titles:

*Health Secrets, Healthful Ways, Let's Be Healthy, Habits Healthful and  
Safe, Growing Up Healthy, A Sound Body.*



#### WORDS, WORDS, WORDS

Philologists, who chase  
A panting syllable through time and space,  
Start it at home, and hunt it in the dark  
To Gaul, to Greece, and into Noah's ark.

—WILLIAM COWPER, "Retirement"

Conversation is but carving!  
Give no more to every guest  
Than he's able to digest.  
Give him always of the prime,  
And but little at a time.  
Carve to all but just enough.  
Let them neither starve nor stuff,  
And that you may have your due  
Let your neighbor carve for you.

—JONATHAN SWIFT, "Conversation"



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The contents of HIGH POINTS are indexed in THE EDUCATION INDEX, which is on file in libraries.

## The School and the Community\*

*(This is the sixth article of a series exploring various aspects of the work of our academic high schools. See Superintendent William Hamm's introduction to the series in the April, 1955, HIGH POINTS.)*

### The High School Is a Dynamic Community Leader.

It is evident from the reports received from the academic high schools in New York City that the philosophy of education centers around the needs of the children, and that the community of each school is studied to see how it affects the educational program and to see what responsibilities for leadership in the community rest on the particular school. The relationship of the high school and the community has been defined in different ways throughout the last twenty-five years. The public has looked to the high school to assume responsibility for molding character, teaching vocational skills, preparing for institutions of higher learning, getting jobs, developing informed citizens, expanding cultural horizons, and qualifying pupils with a wide range of intellectual abilities for different types of diplomas. Public opinion, without always acknowledging the role of the home, the church, and the community itself, has expected the school, in addition to the education of the child, to take over the entire responsibility for the improvement of health, including in some cases feeding of pupils, supervision of the recreational program, prevention of delinquency, and development of moral and spiritual values. At the same time that these broad goals have been set, public opinion has been vocal in commenting on methods and practices which it approves or disapproves. Schools have been criticized by some groups for intruding on the family circle by expecting homework of pupils. Teachers have been challenged by parents on the grounds that the work potential of adolescents is of equal importance to the family as the developing of intellectual capacities, and that an available job is more important than further education leading to a more remote job. Schools have met with little sympathy from some families in their attempts to extend cultural

\*By Elizabeth T. Fitzpatrick (Chairman), Jacob L. Bernstein, Alexander Breinan, Dorothea Driscoll, William Friedman, Charles E. O'Neill, Rose R. Restaino, and Walter H. Wolf.



horizons because of the time, effort, research, and reflection which require family cooperation, when more pleasurable and less exciting activities—such as exciting television programs, enticing neighborhood movies, household tasks, or perhaps even the perusing of comics—absorb family attention.

Let us look at the high schools of today and try to understand the influence of the school on the community as those who work in the schools report it. The community, in some cases, is described as the immediate neighborhood of the high school, with pupils walking to school or traveling by bus; in other cases a very much larger area of the city is the community of the specialized high school; or, in a few cases, the school continues to function in a neighborhood where industry has replaced residences and pupils travel by subway or bus from remote areas to school. In all the reports received, principals acknowledge the impact of the community on the high school and the controlling influences of the school on the development of certain phases of the community. The community may be the geographical area, near or remote, or it may be one of public opinion created by parents and neighboring business people working together for common goals.

**THE PUBLIC AND THE SCHOOLS.** Never before has the public been so aware of the importance of the schools, so willing to assist the schools in training for citizenship, so helpful in developing the intellectual potential of youth and in solving their problems. The largest amounts of money in the history of our country are being donated for scholarships and grants-in-aid to our young people by public and private institutions. More committees than ever before are assisting in the training of leaders, in helping to prevent delinquency, and in attempting to rehabilitate youth. There is even a general awareness that education is not entirely a problem for the schools, and there is a greater realization that all children are the concern of parents, churches, schools, and the community. Today, pupils enrolled in public schools stand on a more equal level with those in private schools than ever before. Gifted children from limited financial backgrounds have a better chance at higher education, and, conversely, culprits from so-called better homes are brought to the same court of justice as those from underprivileged homes.

As pupils walk to school through the community, they are an

## THE SCHOOL AND THE COMMUNITY

influence for harmony or for disturbance; the storekeeper, the casual pedestrian, and the motorist interpret the philosophy of education of the school by the actions, conversation, and group dynamics of the student body. Principals are aware of their responsibility for going into the community and for inviting the community into the school. All high schools have school newspapers, a record of the things that interest the pupils, for their own information and for that of their parents. Neighboring business establishments advertise in school newspapers and thus manifest their community interest. High schools take a prominent part in oratorical contests sponsored by newspapers or other community agencies, in panel discussions organized by larger newspapers or by television sponsors, and in press conferences or in guidance discussions arranged by local colleges or industry. High school art exhibits are displayed in banks and in utility companies; pupil clerical assistance is given to the Red Cross and other philanthropic organizations; and groups of pupils with special interests are continually on the move visiting museums, business houses, and specialized institutions. The city is their laboratory, and the local community is only one small part of this great field of study. All of these opportunities give high school youth an opportunity to be heard publicly and give the public a chance to hear directly about present-day education in the high schools.

There seems to be an awakened conscience on the part of the public to make available to the schools resources other than those within the school building. Government officials, including police officials, district attorneys and judges, bank officials, leaders in industries, clergymen, and a large group of successful men and women, readily accept invitations of schools to address student groups in classrooms and in assemblies, to participate in panel discussions, and to give pupils the benefit of their experience. The community comes into the school almost as readily as the school goes into the community. Certainly the policy of today's schools is an open-door cooperative policy.

Practically all high schools have active parent-teacher associations working with the school for the benefit of the pupils. Special rooms donated by the parent-teacher associations give to the school an aura of physical comfort, relaxation, or even luxury, different from that of the basic rooms of study. The parents



take a deep interest in the social program, organizing card parties and assisting at dances, concerts, athletic contests, or health examinations, and thus they express their confidence in the goals set by the teachers. No longer is the high school an institution apart from the community; the doors are open for the pupils to extend their education into the community and for the community to come into the school to view and to assist in the educational program.

**THE ROLE OF THE FACULTY.** Throughout all this activity there is continual evidence that the high school principal is a dynamic leader of the community as well as of the school. There is not sufficient space to list in detail the positions of public service held by our principals and in which they have an opportunity to wield an influence and cement the relationship of the schools with the community. Principals are serving as directors of hospitals, schools of nursing, the Red Cross, other philanthropic and religious organizations, banks, taxpayers' groups, neighborhood clubs, and youth boards. High school principals and their teachers are working on their own time, constructing curricula, experimenting with special syllabi, writing articles for publication, speaking on public occasions, and making other contributions which create a wholesome school atmosphere.

#### **School-Community Relationships Are Publicized.**

The public relations programs in the thirty-four high schools reporting, present an intelligent, coordinated plan. They begin with making the school itself aware of its strengths and accomplishments, developing pride and appreciations in students and faculty, and alerting the community to the resources, potentialities, and achievements of the pupils. The schools in which public relations have been well established over the years have developed a dynamic interaction with the community, resulting in very evident mutual benefits.

**WITHIN THE SCHOOL.** Displays and exhibits help to present to the public, as well as to the school, the educational interests of the pupils. These may reveal pupils' or teachers' talents, as in arts and crafts exhibits; answer civic needs, as in advice to

#### **THE SCHOOL AND THE COMMUNITY**

new voters; or expand cultural horizons, as in a display of Americana. Displays on bulletin boards, changed frequently, show a record of distinguished personalities within the school, present guidance advice, offer vocational information, and exhibit cultural realia.

**TO FEEDING SCHOOLS.** Most high schools have vital contacts with their feeding schools, acquainting them with their curricular programs and their philosophies of education. High school principals, chairmen, and coordinators visit these schools and have individual group interviews with prospective pupils; they present concerts, plays, or science demonstrations and occasionally make equipment available. They lend to the feeding schools orientation films prepared by the students in the high schools. Some schools have a teacher cadet program in which high school girls who plan to be teachers volunteer their services regularly to assist teachers in feeding schools. In some high schools, the auditorium, swimming pools, and athletic fields serve the needs of neighboring schools and community groups. The public is invited into the schools to view exhibits, participate in discussions, visit classes and assemblies on occasion, and attend concerts and other entertainments. Pupils from the elementary and junior high schools are given guided tours of some of the senior high schools. The visits of the community to the school are climaxed by elaborate programs in most high schools during Open School Week. High schools, generally, try to accede to requests from worth-while outside organizations when they ask for student participation in their activities. Groups of students, often including choral groups and bands, have performed for various professional meetings and conventions, at local memorial exercises, parades, Red Cross activities, and many others.

**THE VALUE OF NEWSPAPERS.** High school staffs realize that newspapers are a very important educational vehicle and are in a position to help interpret the schools goals and accomplishments. In many schools, a skilled teacher is designated as a public relations counsellor, with time allowance, to insure regular newspaper reporting. The most common and successful method is a person-to-person approach, either through telephoning news to newspapers, particularly local ones, or through sending signed



articles to particular newspaper representatives known to the school. High schools report a very friendly relation with the newspapers as a result of being open, honest, and cordial with them. Frequently the newspapers call the high schools for feature articles. The schools find that newspapers are as much interested in publishing the brighter side of school life as to print "scare stories" concerning teen-age problems. In some schools the journalism class reports regularly—in a signed article, including photographs—activities of public interest. In other schools the athletic coach supervises the steady flow of information in the field of sports to the press. In one school the principal writes a weekly column for a local weekly newspaper. Many schools send copies of each issue of their school newspapers to feeding schools and to the local newspapers. Some have a school release mailed regularly to the members of the parent-teacher association. It is very evident that good public relations increase the respect of the community for the school, and, more than that, increase the interested cooperation of parents in the educational program of their children.

### The Community Comes Into the School.

**PARENT-TEACHER ASSOCIATIONS.** Perhaps the basic way in which the community comes into the school is through the activities of the parent-teacher associations. School after school reports an endless array of vital activities engaged in by parent-teacher organizations. They can perhaps best be presented by means of the following classification:

1. *Educational and Guidance Services*
  - a. Assistance with Open School Week programs
  - b. Chaperone service at dances, athletic contests, and other school affairs
  - c. Assistance in connection with articulation programs with feeder schools
  - e. Guidance services, such as making available the assistance of psychiatrists, psychologists, and social workers
  - f. Escort service in connection with school trips into the community
  - g. Agenda of parent-teacher association meetings devoted to such important guidance and educational

### THE SCHOOL AND THE COMMUNITY

topics as "Living With Your Adolescent" and "Teen-Age Problems."

2. *Gifts.* Practically every school in this report indicates that its parent-teacher association has made one or more scholarships available to its students. Many have established welfare funds which provide medical and dental services to needy students. An endless variety of equipment—including TV sets, public address systems, art and music equipment, furniture for teachers' rooms, lunchroom and science equipment—has been given to many schools by the P.T.A. A wide variety of graduation prizes and gifts are P.T.A.-sponsored.
  3. *Community Services.* The high schools in our survey report that their P.T.A.'s have been active in school Civil Defense efforts. Often the P.T.A. is found on the same community coordinating council as the school. In such matters as better bus service to the school, play areas in the school neighborhood, and protection against undesirable characters, P.T.A.'s report substantial activity and worth-while practical accomplishments.
  4. *Improving Our Schools and Teacher Morale.* Most P.T.A.'s report hard work and effort in behalf of adequate salaries for teachers. They have also been instrumental in obtaining substantial plant and equipment improvements in many schools. One school gives credit to its P.T.A. for obtaining a new wing for the building. Another school reports outstanding aid from its P.T.A. in successful efforts to obtain a new building. Others credit the P.T.A. with successful efforts for extensive modernizations of their buildings. One school noted that the P.T.A. spearheaded a coordinated effort to modernize its 40-year-old building; the 21 community groups that participated included the Kiwanis, Rotary, 12:30 Club, and other business, political, and social clubs.
- While the following budget of the P.T.A. in one city high school is certainly not typical of all P.T.A. budgets, it is here presented as a graphic example of how the community through its P.T.A. can bring substantial help to



its high schools. It also suggests a standard for all P.T.A.'s to strive for both as to amount of money allotted and type of activity supported. The P.T.A. is in a position to demonstrate a need, which is sometimes followed by the municipal budget's inclusion of the item for the benefit of the children.

*Parent Association Budget of a New York City High School—  
1954-55*

Social Worker	\$2500
Grants-In-Aid	2600
Student Lounge	500
College Transcripts	500
Guidance Materials	100
Commencement Prizes and Support of School Publications	175
Alumni College Guidance Tea	100
Annex Dances	100
Parent Education Workshop	100

Many schools report no serious problems in building and maintaining their parent-teacher associations, but problems of one type or another exist. The problem most frequently mentioned is that of poor attendance at meetings because many high schools cater to a widely scattered student body, especially in the non-districted schools. The fact that working parents must travel long distances after a hard day's work causes many parents to stay home. Another problem is represented by student resistance to the best efforts of the school to interest parents in the parent-teacher association.

To meet this problem of poor attendance at meetings, most schools have resorted to wider publicity of parent-teacher association activities; more interesting meetings; better contact with more parents by way of special teas for parents of incoming pupils and especially more efficient administrative devices for getting notices to parents via the student body. Such devices as official class mother, telephone brigades, and similar measures for reaching parents have been extensively used.

COMMUNITY GROPS. Many community groups have rendered substantial services to the schools to effect better understanding of the various cultures that contribute to the emerging American pattern.

Patriotic societies have worked closely with our schools. Essay contests, special medals, grants-in-aid, and prizes have been sponsored by the Daughters of the American Revolution, the American Legion, the Jewish War Veterans, the Columbus Citizens Committee, the Norwegian Heritage Committee, the Gaelic Heritage Committee, the Steuben Society, and many others. Particularly worthy school-community projects sponsored by the American Legion are Boys State and Girls State.

Our business groups have played an important part in our schools. Such organizations as the New York Telephone Company, Westinghouse, General Electric, Oil Industries Information Service, the National Association of Manufacturers, and others too numerous to mention supply speakers, films, and literature. Others active along the same lines are chambers of commerce, savings and commercial banks, department stores, and big industrial corporations like Dupont, Bell Telephone, Chrysler, Ford, and General Motors.

Much of value in the cultural field has been made available to our schools by way of student-rate tickets to Town Hall and Carnegie Hall concerts, the Metropolitan Opera, Madison Square Garden, conducted tours of museums of art and natural history, and outstanding movies that supplement the work of classroom. Special radio and television broadcasts have linked school and community.

Many educational groups in the community work with our schools. In the field of guidance, careers conferences in the high schools invite the participation of representatives of leading industries and professions. Professional associations of teachers of various subjects offer awards to outstanding students in different subjects. Organizations such as the Federal Employment and Guidance Service and the New York State Commission Against Discrimination work closely with us.

A complete accounting of all community groups rendering special services is beyond the scope of our report. Reference would have to be made to hundreds of religious, fraternal, business, educational, and patriotic groups. In the field of scholarship aid, such



agencies as the Grand Street Boys Association, trade unions, philanthropic organizations, and special endowment funds do a substantial service for many of our high school students.

**GOVERNMENTAL AGENCIES.** It is worthy of note that state scholarship examinations are now conducted in the high schools not only for state scholarships to colleges, but for schools of nursing. Certain scholarships are earmarked for admission to Cornell University and others for children of disabled veterans.

The federal and state governments now conduct civil service examinations for members of the senior class in the fields of stenography and typewriting.

The military forces send representatives to the high schools to address assemblies, acquainting boys and girls with opportunities in special branches of the service. They also send a wealth of material for guidance counsellors to use in their interviews with pupils.

Other governmental agents come into the high schools to discuss such services as the social security and internal revenue functions of the government.

**SPECIAL GIFTS.** Every school responding to our questionnaire pointed with pride to its Student Aid or Student Welfare Fund built up from the proceeds of student, alumni, parent, and faculty contributions. Many a student has been enabled to continue his education in high school with financial help in the form of free lunches, carfare, and clothing provided by this type of fund. In many cases substantial sums are added to these funds by graduating classes and by alumni associations.

In some instances local business organizations have aided the school. A department store has made the following gifts to one school: soundproofed the lunchroom; supplied drapes for seven rooms; provided several sound motion picture projectors; donated two \$800 microscopes and donated photographic and laboratory equipment.

Memorial funds are fairly common. These appear most often in the form of scholarships. Several appear in the form of special rooms donated to a school; for example, a music lounge in, or connected with, the library. Often the memorials appear as donations of books to the school library or in the setting up of

## THE SCHOOL AND THE COMMUNITY

a special corner in the library. One school tells the story of a Memorial Scholarship Fund that invested \$29,000 during the last eight years in 156 students to insure their future. This money was given as an outright gift—no strings attached. In another high school various community groups built up a large memorial fund to honor its graduates lost in two World Wars; the fund financed the planting of a row of trees to beautify the campus and underwrote the purchase of representative works of art from modern artists. This same school has a vote each year for the citizen who, in the opinion of the students has rendered the most distinguished services. There is an excellent consideration of civic affairs as a background for the student decision. The honored citizen comes to the school to receive the award at an assembly to which the community as well as the school is invited. Among the recipients have been Walter Damrosch, Robert Moses, Dr. William H. Park, Eleanor Roosevelt, and Samuel Seabury.

This type of aid is substantial. Every year it helps to keep many young people in school and sends them on to higher education. Thus, the intellectual talents of young people are saved and developed for themselves and for the nation.

### The School Goes Into The Community.

An abundance of evidence exists to demonstrate that modern high schools are not the islands removed from the mainland that early schools were. Instead, our high schools send their students out into the community in many directions: to join in free competition for the rewards of the market place, to prove that young people are being trained to serve their fellow men, to share in civic and community programs, to link community and school closer and closer continually. A recent report, for example, is testimony to the fact that the 1955 graduates of New York City high schools won almost 2,000 scholarships from colleges and universities and government agencies for a value of \$3,766,281. Thus do the nation's institutions of higher learning, the proprietary schools of art or music or nursing, the professional and civic associations, and other agencies of the adult community indicate their interest in the training and achievement of the students in our high schools.

**COMMUNITY SERVICE.** A number of our high schools send



their students into activities of direct benefit to local hospitals, blood banks, veterans' centers, homes for the blind and the aged. Today's students assist the unfortunate in nations far away by their contributions of money to the U.N. Children's Fund, of food to CARE, of gifts to children in Korea on one continent and in Greece on another. For many students clearly felt community needs on the immediate scene have enlisted their labors in neighborhood day-care centers, recreation programs of large housing developments, community cleanliness and health campaigns, the Civil Air Patrol and Farm Cadets, traffic work at school crossings, litter campaigns and sanitation surveys. Every holiday season—particularly Easter, Thanksgiving, and Christmas—finds our young people making gifts and rendering service to children in hospitals and to senior citizens in charity wards all about our town.

An especially interesting feature of this extensive program of high school students' service to the community is in the fact that it motivates and stimulates the ongoing programs of many traditional extracurricular and co-curricular groups. The General Organizations of many schools provide the students who participate in the community programs of such organizations as the Junior Red Cross or the National Conference of Christians and Jews. Secretarial studies departments supply the typing and clerical aids of hospitals, blood banks, health and welfare campaigns. Music departments send representative groups to community and civic meetings. Art departments furnish the posters and designs for community betterment and antivandalism campaigns, such as window-painting for Halloween celebrations. Social studies and English departments select boys and girls for civic and patriotic programs of local newspapers and neighborhood groups. In some schools the Arista and Service Leagues extend their services out into the community in many directions. At least one school has an outstanding extracurricular group whose name includes the concept of *Community Service*, who pledge at least two hours of work per week to a number of neighborhood charitable agencies and institutions; they read to the blind, take them on outings, and help care for handicapped children in hospitals. Few can doubt that our schools serve the community and serve it well indeed.

**EDUCATIONAL RECREATION.** Many school activities are designed to satisfy pupils' needs for relaxation and recreation on

their own school grounds. To most of these, students from other schools and communities come as guests and partners. Instances are evening dances, dramatic performances, music recitals, "sings," and, of course, athletic contests. To many activities—including sports programs, school fairs, exhibitions, recitals, and varsity shows—parents and interested adults of the community come in large numbers. Several schools arrange periodic fathers-sons and mothers-daughters programs, in the constant effort to link school and community. These are in addition to regularly programmed parent association activities. At least one school maintains a special Family Events Committee to plan for adult participation in school activities. Programs developed by such a committee may include a Family Day at athletic contests, and a Homecoming Day for alumni friends.

Much might be said of the athletic programs of most of our town's high schools. Some twenty schools still maintain football schedules at a time when football is having its organizational difficulties in institutions on every level throughout the country. Just about every school offers intramural programs for its boys and girls, as well as interscholastic competitions for its boys in various sports. In some schools traditional arrangements exist for out-of-town trips in track, basketball, and football. At all interscholastic contests the athletic squads are supplemented by student groups acting as band members, cheerleaders, "twirlers," and so on, spreading the opportunities for more students to gain recognition and adding to the community's understanding of the many-sided nature of the modern high school's program.

**PRACTICAL CITIZENSHIP.** A community intensely interested at this time in what the schools are doing to develop ethical character and good citizenship should be made aware of our high schools' many educational projects in this direction. Almost every school has extensive General Organization programs, within the school and between schools, to give pupils extracurricular opportunities for experiences in government. Supplementary to the General Organization are the activities of Arista and other honor societies, of Marshal Squads under many different titles, of Student Courts, of Civic Clubs and other service organizations. Similarly, almost every school has some machinery for rating citizenship so that a permanent record in the important area of citizenship and



conduct is available for reference purposes for all pupils. While it should not be necessary to recall the all-pervading citizenship objectives of the formal educational program of our high schools, it will not be amiss to point out a few special curricular undertakings in this regard. Mention must be made of the Cooperative Education programs of many schools, under which students profit from special schedules calling in equal portions for schooling and commercial employment in the areas for which the schools train them. One school has a well-developed orientation course which equips its students to serve lower termers as Big Sisters or Brothers. Still another school has machinery for giving students some school credit for serving outside its own walls as teacher-cadets in the community's unending campaign for recruiting teachers for the nation's schools. Of this we may be sure: our high schools are doing a very full share in meeting the community's concern for citizenship education. We may well be proud, but we are never content.

**CULTURAL BRIDGES.** Some schools have done a magnificent job in helping minority groups in certain neighborhoods adjust to the new conditions. The movement of a population segment from one place to another involves adjustments that are difficult in proportion to the degree of change; the most recent group, the Puerto Ricans, have met the linguistic, social, economic, and even climatic differences that were met by previous arrivals to this city. The assimilation of the Puerto Rican people into New York City tempo and customs is being accomplished with amazing rapidity and smoothness for several reasons. Their initiative is high, present economic conditions are favorable, and the work of the teachers, as well as social agencies, has been outstanding. Some teachers have taken courses in Spanish; many have made a study of the social and psychological conditions which form the background of the Puerto Rican students and their families, to understand them better and bridge the gap from one culture to another. In one school a teacher of several classes of Puerto Rican students has offered her services two afternoons a week, so that parents might consult her about difficulties arising from their unfamiliarity with our language and our ways. In other schools English is given to these pupils as a second language, with Spanish as the language of communication. Lately groups of teachers and

supervisors were invited to Puerto Rico to visit the island for five or six weeks where they could see the situation first-hand and where they could take courses at the University of Puerto Rico in the geography, history, and general aspects of life in Puerto Rico.

**THE CITY—LABORATORY OF THE SCHOOLS.** The numerous field trips conducted by our teachers for enriching the school's total program have far-reaching influences on school and community relationships. The summary (given below) of such excursions during the period covering June '54 through May '55 is proof of the extent and variety of this part of the school program. The information was compiled from reports submitted by thirty-three of the fifty-five academic high schools.

The time-consuming factor involved in these trips deters many instructors from including them in their term plans. Moreover, the preliminary preparations necessary to the conditioning of a student group, as well as the follow-up in class after the trip, tend to limit rather than increase the number planned by the average teacher. On the other hand, the values derived, both educational and social, far outweigh the time taken from classroom instruction, and the creative teacher yields to his real interest in children. Seeing and hearing "experts" in the field increase the stature of teacher and school since learning is made real and vital. Pupils have a better understanding of the problems of industry, and this helps them to understand a little better the world in which they live. Business men and leaders as well as government officials admit, after these trips, that they are impressed by the earnestness, maturity, and high ideals exhibited by students. Some firms have become interested to the point of helping to provide economic opportunities for pupils. One of the outcomes of certain trips is the fact that students secure exact information on occupational opportunities which they pass on to their parents, who in turn visit the schools to discuss career and educational opportunities. These trips also develop a better understanding among pupils of the cultural and recreational facilities of their community and give them an added interest and pride in their city.

What better way is there for a social studies class to grasp the significance of the great responsibilities of the United Nations



than to be present at one of their meetings! What could be more inspiring for an art class than to attend the circus at Madison Square Garden and sketch animals and performers from life! What could be more realistic for an English class than to attend a performance of a modern or Shakespearean play!

The community and the school gain a better understanding of each other's functions and learn to foster each other's aims more effectively. The community becomes aware of its part in the educational system. These trips help to counteract the exaggerations of juvenile delinquency and the current impression of many adults that all teen-agers are suspect: as the public views the socially acceptable demeanor of the pupils, it gets a better impression of this young group. On the other hand, students see purposeful activity in adult enterprises as viewed in field trips and are likely to become more mature and less inclined toward irresponsible behavior. An invaluable outcome of field trips is that they lead to better cooperation between the school and community and better support of the schools.

### Summary of Trips Taken from 6/54 to 6/55 by 33 Academic High Schools

*A total of 552 trips were taken, with 25,359 students participating.*

#### BROADCASTS, RADIO AND TELEVISION

7 trips taken by 5 schools with 209 students to—

CBS. Dumont Studio N.B.C.

#### BUSINESS AND INDUSTRIAL FIRMS, SHOPPING DISTRICTS

50 trips taken by 19 schools with 1721 students to—

Bond Bread Co. Plant	General Motors, N. J.	Proctor & Gamble
Brighton Cafeteria	Howard Clothes	Singer Sewing
	Factory	Machine Co.
Consolidated Edison	King's Dairy, L. I.	Slaughter House &
Daitch Dairy	Lever Brothers	Dairymen's League
Esso Refinery	Manufacturers	
	Trust Co.	Telephone Company
Federal Reserve Bank	National Biscuit Co.	Touchstone Press
Ford Plant, N. J.	New York Stock	
	Exchange	Walker Gordon Farms
Lincoln Savings Bank	John Robert Powers	Woolworth's
	Corp.	

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### COLLEGES

49 trips taken by 16 schools with 930 students to—

Brooklyn College	Hofstra College	L. I. U. Career Clinic
Brooklyn Polytechnic	Hunter College	Pace College
Institute	L. I. College	Pratt Institute
N.Y.C. Community	Agricultural Inst.	Stevens Institute
College		

### CONSULATES AND CULTURAL EXCHANGE CENTERS

17 trips taken by 5 schools with 413 students to—

China House	Indonesian Consulate	Norway House
French Consulate	Japanese Consulate	Pakistan House
Indian Consulate	New India House	Swiss Consulate

### COURTS

12 trips taken by 7 schools with 408 students to—

Court of Special	Flushing Municipal	N. Y. State Supreme
Sessions	Court	Court
Police Courts, Bronx	Jamaica Municipal	Parole Commission
	Court	St. George, S. I., Court

### DEPARTMENT STORES AND SHOPPING DISTRICTS

16 trips taken by 16 schools with 430 students to—

Abraham & Straus	Fifth Avenue	Lord & Taylor
Alexander's	Shopping Area	Millinery District
Bloomingdale's	Garment Trade	Public Markets
Fashion Shop	District	Tenth Street Market
	Gertz	Third Avenue
	Local Markets	Antique Shops

### EMPLOYMENT AND LABOR

5 trips taken by 4 schools with 115 students to—

Federation	N.Y.S. Mediation	International Ladies
Employment Svce.	Board	Garment Workers
N.Y.S. Employment	Puerto Rican Bureau	Union
Service	for Labor &	
	Migration	

### EXPOSITIONS

4 trips taken by 4 schools with 135 students to—

Water Color Show	Women's International Natl. Business Show
	Exposition

### FOREIGN RESTAURANTS

12 trips taken by 7 schools and 209 students to—

French	Spanish
Italian	
Japanese	



## HIGH POINTS [November, 1955]

### HOSPITALS, HEALTH STATIONS AND RESEARCH FOUNDATIONS

18 trips taken by 13 schools with 497 students to—

Baby Health Station	N. Y. Acad. of Science	Red Cross Blood Bank
Cancer Mem. Hosp.	N. Y. Foundling Hosp.	Roosevelt Hosp.
Coney Island Hosp.	Nursery School	Staten Island Hosp.
Maimonides Hosp.	Open House for Nursing	Waldeman Medical Research Found.
	Presbyterian Hosp.	

### HOUSING PROJECTS

3 trips taken by 3 schools with 200 students to—

Bronx River Housing Project	N. Y. State Housing Authority	Stuyvesant Development
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### LIBRARIES

9 trips taken by 7 schools with 563 students to—

42nd Street Library	Morgan Library	Ravenswood Library
	Nathan Straus Library	

### MUSEUMS, ART GALLERIES

128 trips taken by 22 schools with 4191 students to—

Brooklyn Museum	Metropolitan Museum of Art	Museum of Non-Objective Painting
Contemporary Arts Gallery	Museum of City of New York	Staten Island Museum
Cooper Union Museum	Museum of Modern Art	Whitney Museum
Frick Museum	American Museum of Natural History	Wildenstein Gallery
Guggenheim Art Museum		

### MUSIC

16 trips taken by 14 schools with 748 students to—

Metropolitan Opera House	Philharmonic Concerts	St. Nicholas Christmas Festival, Grand Central Station
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### NEWSPAPERS

14 trips taken by 9 schools with 302 students to—

Daily News Building	New York Times
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### PLACES OF INTEREST

54 trips taken by 23 schools with 1950 students to—

Barrett Park Zoo	Hempstead Lake Park	Sailors' Snug Harbor
Board of Estimate	Independence Hall,	Schiller Statue Unveiling (Central Park)
Bowne House, Flushing	Valley Forge	

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Brooklyn Naval Base	Inwood Park (Biology Trip)	St. Patrick's Cathedral
Boys' Club and Community Houses	John Adams House	Staten Island
Central Park Zoo	Leif Erickson Park	Staten Island Farm Colony
Cloisters	Maryknoll	Statue of Liberty
Dept. of Sanitation	N.Y.C. Interboro Power Plant	Stuyvesant Park
East River Drive	N.Y. Historical Society	34th Regiment Armory
Empire State Building	N.Y. State Housing Authority	Transatlantic Liner—"Cristoforo Colombo"
Esse Research Center	Planetarium	U.S. Weather Bureau
Flushing Y.M.C.A.	Poe Cottage	Weather Sta. (Floyd Bennett Field)
Good Housekeeping Institute	Roosevelt House	West Point
Hall of Fame		

### SPORTING EVENTS

11 trips taken by 9 schools with 7235 students to—

Baseball Games	Boys' High Game	Central Park, Recreation Unit
Basketball Games		Track Meet

### STUDENT FORUMS, CONFERENCES, LECTURES

26 trips taken by 15 schools with 360 students to—

Adelphi College	Country Life Program, Farmingdale, L. I.	Leaders Forum
Borough Council	Daily Mirror Forum	Small Business Seminar
Borough Discussions Conference	Future Farmers of America, Baldwinsville, N. Y.	Town Hall
City Discussion Conferences	Herald Tribune Forum	Girls' State (Skidmore College)
Student Government (Week-end Conference in N. J.)	H. S. of Commerce	Boys' State (Colgate College)
	Institut Francais	

### THEATRES

70 trips taken by 21 schools with 3114 students to—

Ballet	Foreign Films	Plays
Flamenco Dances	Radio City Music Hall	

### UNITED NATIONS

31 trips taken by 15 schools with 1629 students

### The High School Is for All Adults.

Increasingly, men and women have entered the school after school hours seeking recreational activities, the pursuit of hobbies, the development of skills, or good old-fashioned book learning.



**EVENING SCHOOLS.** The evening high schools of the city exist for adults who seriously contemplate the completion of a high school education as a terminal objective in itself or the achievement of a high school diploma to further formal studies or the development of skills and practices essential in certain fields of employment. The evening schools are not organized essentially for developing hobbies or serving as recreational centers. At the end of last term, June, 1955, there were 27,749 students registered in the 17 evening high schools of the city; 88% of these students received passing grades for the term. These figures show clearly the popularity of the schools and their remarkable success. This achievement is the more remarkable when it is remembered that it entails many sacrifices and a high degree of determination for continued attendance in class and sustained attention and study in the courses.

**EVENING CENTERS.** The form of activity varies in the several types of evening centers which carry on their activities in our high school buildings. The most common type of evening center is the community center devoted largely to recreational activities. Growing in number and importance are the community centers which provide recreational activities and also conduct some courses in the arts and crafts. These centers may also conduct courses in current events and world problems to enable mature adults to exchange ideas on national and world problems. The third type of center is the unique Youth and Adult Center with a massive array of courses of all kinds, making full use of all the facilities of a high school building and serving a large area.

As the types of evening centers vary, so do the relationships between the centers and the day high schools. Certain tendencies are easily discernible. Where the center is devoted largely to recreation two or three nights a week, there is little functional or constructive relationship between the two organizations. As the center enlarges its scope, its relationship with the day high school grows closer and more meaningful. The peak of cooperation and mutual interaction is reached in the Youth and Adult Center, the full-fledged development of school and community interrelationship.

At least one school reports that its Youth and Adult Center has helped the day high school achieve stature as the intellectual

and cultural center of the community. In this large community all eyes turn toward the school as the resource upon which every person can draw, whether he seeks the joy of pursuing a hobby or enlightenment or the satisfaction of finding new friends at very little cost to himself. For their deep interest in education prominent citizens find an outlet in the Advisory Councils that serve the Center and help to guide its director.

How varied are the services which the evening centers render is disclosed by an examination of a typical Youth and Adult Center schedule of courses and events. Scores of courses ranging from dressmaking to current events and history backgrounds are given in the Center. There is no field in which twenty or more people wish instruction that is not supplied. During the afternoons in some of the buildings in which the Center conducts its classes and courses, there are children's afternoon classes, including a baby-sitting kindergarten from 4:15 to 5 P.M. for children four to seven years old. In these centers plays are given, and concerts are held. At the end of the year there are magnificent displays of the paintings, the jewelry, ceramics, dresses, hats, and other products of the adult pupils in the center. The interrelationship between school and community thus becomes very rich and varied. There was a time when this use of the high school building seemed unusual, but in these centers today hundreds and thousands of men and women enjoy their facilities. Citizens point with pride to this evidence that the community is making greater use than ever before of facilities which the community itself has provided.

#### Community Agencies Work Together.

Most of our high schools have had at least satisfactory and, in a number of cases, marked success in securing the cooperation of civic and community agencies. It is heartening to note that there is a tendency on the part of school administrators to interpret the "in loco parentis" status of the school to include concern for the security and general welfare of pupils coming and going to school, as well as within the confines of the school building.

In this wide field of extraschool security and general welfare, there are manifold subdivisions. The manner in which the schools and the social agencies achieve cooperative success in the more salient of these areas may be noted in the following instances.



PHYSICAL AND MORAL SECURITY OF PUPILS. The high school administration is confronted with much more involved problems than merely the Police Department supervision of dismissal time, traffic regulation, and the ticketing of parked cars within the fire lines. All high schools, particularly those with double or multiple session and, in some cases, those in more or less isolated or underprivileged areas, must contend with such social problems as degenerates and other undesirable loiterers, including evil-intentioned mature men in cars, as well as the habitués of neighborhood "hangouts" and even ostensibly respectable ice cream stores, coffee shops, and tea rooms.

The plans followed by those schools that have achieved the most marked success in eliminating or curtailing social menaces have all or most of the following relatively similar features:

1. Cordial personal conferences between the local police captain and the principal or other school administrator
2. Participation by the school in the work of the Coordinating Council or similar groups
3. Assistance by the school in mimeographing or typing reports or letters to the community from the local police precinct
4. Promptness on the part of the principal in sending commendatory letters to police superiors in connection with good police work
5. Luncheon meetings at which police representatives and key members of the faculty discuss neighborhood problems affecting student behavior
6. Coordination of the activities of the school, the Attendance Bureau, and the Police Department, especially the Police Athletic League and Juvenile Aid Bureau officers, in dealing with interrelated juvenile delinquency problems.

The extent of these cooperative activities varies in accordance with the needs of the school and the degree to which this general pattern is put into effect. For example, one girls' school with a multiple-session situation reports that the local captain has assigned an officer to the neighborhood of the school from 8 A.M.

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until 4 P.M. and that another officer is on duty from 4:30 P.M. to 5:45 P.M. A very large coeducational school notes that the police captain provided them with three patrolmen who gave protection in the vicinity of the school and even within the school building, when necessary. On the other hand, some schools report much shorter hours of police relationships than others with such police divisions as the Police Athletic League, the Juvenile Aid Bureau, the Policewomen's Bureau, and the Morals Squad. However, all who do use these agencies stress the cooperative spirit that they have encountered. A number of schools singled out their local attendance officer as a "tower of strength," or a "most effective co-worker" in this particular social area. Others commented upon the excellent work of the Youth Board.

AID FROM THE JUDICIAL DIVISIONS. Several schools have sought to establish a closer relationship with the judiciary by inviting the district attorney, members of his staff, or judges to address assemblies and parent-teacher association groups. In the matter of dealing with the need for specific cooperation, one school notes: *We have been rather successful in such court actions as we have pressed. Perhaps the reason for this is that we have resorted to the courts only when we have a solid case, and we have prepared the ground by telling the assistant district attorney in advance of the nature of our problems.*

A very definite plan of action in regard to court cases is in effect in at least one girl's school. This school's report on the subject is as follows:

*"When our girls appear in court as complainants in cases involving their transit to and from school, it is our policy to have a member of the faculty accompany them. As a rule, the teacher is a member of the administrative staff. The main purpose of this policy is to guide the girl and her parents in courtroom procedure and to provide them with moral support. The teacher also insists on an interview with the assistant district attorney in order that sufficient attention may be given to the child's complaint. The teacher also provides the assistant district attorney with a typewritten statement of the facts as reported by the pupil, and requests him to acquaint the Court with the fact that he is present and available for consultation. As a result of a careful study by the principal of the school*



concerning the adverse effect upon the school work of pupil complainants produced by innumerable court appearances in a specific case, a plan was devised by District Attorney Edward Silver and Chief Assistant District Attorney Kenneth McCabe of Kings County whereby, through the cooperation of Law Secretary Bucci, the presence of children in court is no longer required except when actually needed for their testimony. Superintendent Jansen and District Attorney Silver have made this plan borough-wide in scope."

**COOPERATION WITH WELFARE AGENCIES.** The high schools indicated a highly commendable alertness in regard to the availability of numerous civic and community agencies in this field. A listing of some of the agencies most used will suggest the extent of this cooperation. These include:

Vocational Rehabilitation	Jewish Family Service
Bureau of N. Y. State Educational Department	Bureau of Child Guidance,
Department of Welfare	N. Y. City Board of Education
Catholic Charities	Norwegian Children's Home
Italian Board of Guardians	Youth Consultation Service
Urban League of New York	Staten Island Social Agency
Police Department P.A.L.	Red Cross
Youth Board	Children's Aid Society
Jewish Board of Guardians	Child Service League

The general policy pursued by the schools in achieving marked success in this area may be illustrated by the following statement from the dean of attendance at one of our large schools, who summarizes the situation as follows: "I have had no difficulty in securing cooperation from the social agencies. We must always be careful in limiting our requests to real needs, showing our cooperation and expressing our appreciation for any assistance offered."

**PROBLEMS STILL PENDING.** However, despite the heartening wholesomeness of the over-all picture, a number of schools reported some difficulties in securing cooperation of civic and community agencies. It should be stressed that the consensus indicates that this is largely due to understaffing and other factors presently beyond the control of these groups. As one high school bluntly

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states: "Our chief problem in this regard has been the long waiting list in many agencies. The solution is—more money." More specific complaints include the following:

1. Police Department cooperation in regard to patrol, traffic regulation, and neighborhood supervision lacks complete permanency because of the frequent transfers of the local police captains.
2. The lack of dental clinics poses a serious problem for some schools. For example, one high school reports that dental clinics are so far away that students in financial straits who need dental work must either fall back on charity or travel to hospital clinics in other boroughs. Similarly, another high school reports that there are few community agencies in the school vicinity and that to obtain dental services, their students must make a trip of 45 minutes at a cost of at least fifty cents and several hours of time.
3. Difficulties in the cooperation on the part of some of the courts is also noted by a number of schools. A coeducational school complains of the difficulty in getting constructive action from the courts because of the lack of places to send problem girls. A girls' high school notes that truancy often goes unchecked, not only because of the shortage of attendance officers and the leniency of the courts, but also because of the faulty procedure used in treating a case of truancy as a new case if a pupil returns to school for even one day.

One school also criticizes the court procedure as follows: "As for the courts, when children are placed on probation we receive merely a form stating that fact, without explanation. The claim is that probation officers are too busy to acquaint us with details. One of our pupils has had several court hearings within the past year and has been placed on probation each time. Our only information came after repeated telephone calls. Too often, the return of such pupils to the school and to the same home environment and community in which the hostile acts occurred actually teaches pupils a disregard for, and even a disrespect for, law and courts."



### Meeting the Challenge of the Community.

**DETRIMENTAL COMMUNITY FACTORS.** There are certain factors contributing to delinquency that appear general; they are as follows:

1. The ice cream stores and similar business establishments, by putting in juke boxes, accepting telephone messages for teen-agers, and permitting charge accounts, have made themselves centers of unsupervised teen-age social activities that lead to "cutting," truancy, and other more serious forms of delinquency.
2. There is a tendency of boys and girls to form organized or loosely-knit gangs, either because of serious economic or social reasons or, as in many cases, because teen-agers follow an unfortunate youth pattern and imitate such antisocial groups.
3. The neglect of children in the home of a working mother or in the motherless home is a frequently cited cause of delinquency.
4. Boys of draft age are frequently not employed because employers state that they do not want to spend time training them when they will have to leave for military service.
5. The distribution of undesirable and even obscene literature among teen-agers has been difficult to check.

**LOCAL PROBLEMS.** On the other hand, a number of schools have local problems such as these:

1. The parents of many of the children do not speak English.
2. There is a lack of adequate recreational facilities in the community.
3. Many students in the secondary schools at this time do not profit from the educational opportunities offered. Their scholastic abilities, as shown by the tests given in the elementary schools, call for special curricula not yet fully developed.

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**IMPROVING THE PATTERN.** The following have been suggested as means of improving the community pattern for the future:

1. The elevation of the teacher to a more dignified status in the community.
2. The establishment of more recreational facilities for teen-agers.
3. Stricter regulation of neighborhood candy stores, including the enforcement of Department of Health regulations, and perhaps even licensing.
4. Closer cooperation between school and church.
5. Closer cooperation between the school and parents' groups in dealing with community problems. Because of the general community pattern of late hours, slovenly dress, gang "uniforms" or insignia, and candy store loitering, many parents find it difficult to act individually in the case of their own adolescent children. This is because the boys and girls can point out that they would suffer group dislike and sometimes persecution if they appeared too different from the others of teen-age level. A concerted effort such as a "Teen-Age Problems" meeting, sponsored by the parent-teacher association, in which the teen-agers, parents, teachers, and representatives of the civic agencies participate, is one way of approaching the problem. Another policy is to have small conference meetings in the principal's office attended by "key" members of the community youth groups, accompanied by their parents.
6. The registering of all out-of-school, nonworking teen-agers, to enable the Police Department to supervise their activities better.
7. A relaxation of union regulations to permit husky boys to assist with nonskilled jobs and to permit them to learn a trade without regard to membership restrictions, thus giving them the needed work training.

**FURTHER INTEGRATION NEEDED.** A number of schools urge "administrators and teachers to build a more friendly atmosphere"



phere in a school." For example, firm guidance rather than coercion should characterize policies not only within the school, but also outside of school. While many school administrative officers pay periodical visits to neighboring stores and other "hangouts" during school hours, these visits should not take the form of "raids," as one school reports. *"Pupils found in the stores when they should be in school are treated with courtesy but firmness. Program cards are checked and later rechecked in the office. The offenders' parents are promptly notified and are requested to visit the school. However, public scoldings are not inflicted upon the pupils when they are found in these stores, and all unnecessary dramatic scenes are avoided."*

In coordinating work with the community, a number of schools note that the operators of the school switchboard should reflect the efficiency and smoothness of the school's administrative policies.

In several schools at least one member of the school staff is given adequate time and compensation to supervise student activities and work with the community during afternoons and evenings. This plan might be extended to other schools where neighborhood conditions warrant it.

There is a general conviction that there is a need for adequate teacher income in order that teachers may afford to spend more time in community work and at the same time receive greater respect from the public, instead of being forced to take a second job to increase their incomes. The presentation of the teacher as a person who pursues an honorable profession is indispensable to the welfare of the country. Ludicrous stereotypes of teachers, sometimes presented in movies, television, or publications, distort children's concepts so that they are badly conditioned for education.

Emphasis is placed upon the need for more extracurricular activities and the need for teacher-supervised recreational centers.

It is recommended that the Jansen-Silver Plan in regard to sparing pupils unnecessary court appearances be extended to the four other counties. It is also suggested that a member be added to the staff of each district attorney to specialize in the prosecution of cases where high school children have been molested or otherwise annoyed while in transit to and from school. Perhaps the district attorney's staffs should include case workers authorized to

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visit the schools and help the teachers, parents, and pupils prepare a court case.

Many of the reporting high schools indicate profound concern over the fact that there is not sufficient parent participation in community life. Suggestions were made for more vital parent-teacher association programs that would induce parents to take a more active interest in school affairs as well as to improve community conditions, thus building the kind of school-community life which is deemed desirable. There is a general complaint that too much of the time of the principal and executive staff is given to the task of educating parents to be more effective in understanding and dealing with teen-age problems.

High school personnel are aware that much is still to be done. While they are lending their best efforts to broadening the educational program and extending their work beyond the classroom, the very pace at which we live makes the program progressively difficult. Public relations officials of community groups and even governmental offices should stress, whenever possible, the fine contributions made to community life by teen-agers. They should stress the importance of an education and the need for respecting teachers, and they should give every encouragement possible to young people.

The principals will continue giving teachers unlimited opportunities to find fulfillment for their versatile and diverse skills and talents, and to broaden their educational and cultural backgrounds. Thus, the teachers are better trained to enrich pupils' lives through further construction and adaptation of courses of study. Justice can never be done to the skilled services of this professional group.

This report clearly indicates the extraordinary importance of the teacher and the school in the life of each child. The teacher cooperates with the community and civic leaders on all levels; the teacher works with all pupils, regardless of social, religious, economic, racial, and intellectual background. The outcome of school-community relations is the building for our children of a happy and successful home-school life in a safe and understanding community, with the rich spiritual resources available to us in our American way of life.



# The Case for Grammar

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Probably the most controversial issue in the field of English teaching today concerns the importance of studying grammar. While there are those who consider grammar to be an indispensable tool for effective and accurate communication, at the same time there are others who regard a knowledge of grammar as totally unnecessary for learning to speak and write English correctly. An intelligent appraisal of the question requires an understanding of the nature and value of grammar as well as of the arguments proposed for and against its study.

**WHAT IS GRAMMAR?** Grammar is *"the science of the elements of language, words and groups of words, their inflections, their syntactical relations and their functions."*<sup>1</sup> Simply defined, grammar is a description of how we speak and write a language. It is not more difficult nor easier than any other subject which classifies its elements into some system for the purpose of better study. *"Like geology, it may study faint remnants of the distant past, or it may examine living processes. Like botany, it may give us broad terms or minute subdivisions. Like chemistry, it may employ arbitrarily chosen symbols for efficiency. In short, grammar happens to be a science of the phenomena of speech, rather than one of the phenomena of rocks or plants or chemical behavior. It is, therefore, just as legitimate a study as any other."*<sup>2</sup>

**WHAT GOOD IS IT?** A grammatical system serves, at least, three purposes. First, it abridges the total learning process of a language in the same way that the multiplication table does in learning arithmetic. Grammar, secondly, standardizes a language. By maintaining criteria of correctness, grammar tends to withstand the local inroads made by colloquialism, slang, dialect, and illiteracy. Grammar, finally, can serve as an effective tool for transmitting ideas accurately. *"... It can help to prevent inaccuracy and ambiguity—that is, saying what we do not mean or more than*

<sup>1</sup> Wilson O. Clough, "Shall We Discard Grammar?" *Educational Forum*, XI, May, 1947, 437-42.

<sup>2</sup> *Ibid.*

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*we mean. It can help to prevent vagueness and obscurity—that is, saying less than we mean. Finally, it can help us to present our meaning efficiently and gracefully rather than awkwardly and tediously."*<sup>3</sup>

**ARGUMENTS AGAINST ITS STUDY.** The opponents of grammar have proposed everything from its wholesale removal from the curriculum to its retention as a special subject for the few. In their opinion, grammar is no longer a subject of any importance. It is a dull and routine matter of memorizing arbitrary rules which only confuse students. It is also obsolete since speech and language are constantly changing. The most popular argument of these critics is that children unconsciously learn to speak in grammatical sentences by habits acquired in everyday communication. These speech habits can subsequently serve as a guide for writing. Any attention, therefore, given to the study of formal rules of grammar for oral or written expression is unnecessary.

**REFUTATION OF ARGUMENTS.** In spite of the increasing popularity of these arguments, it is difficult to accept them as valid ones. It is undoubtedly true that one can speak without thinking about rules. In like manner, one may eat without necessarily being a skilled dietitian, or drive a car without knowing about auto mechanics. Habit in any area of activity, however, should not be confused with systematic skill or knowledge.<sup>4</sup> Habit and skill may seem alike. Where habit, however, may break down in a crisis, skill is the basis of lasting understanding. Moreover, acquiring habits through imitation of daily speech is a precarious method of learning correct English. It depends chiefly on the chance of good or bad environment. The child who has heard English used correctly at home will usually continue to speak correctly. What of those, though, who learn to imitate the incorrect usage of their associates? To suppose, finally, that the spoken word can serve as the sole guide for writing correctly is also erroneous. Speaking requires less discipline than writing.

*... In speech and conversation, we may always go back,*

<sup>3</sup> Robert Waddell, *Grammar and Style* (New York: William Sloane Associates, 1951), pp. 11-12.

<sup>4</sup> Clough, *op. cit.*



revise, retract, or tack on afterthoughts if we see that our listener is not following . . . we may convey emphasis and various shades of meaning by gesture, tone of voice, and facial expression. But in writing there is only the piece of paper with the words on it to convey all of this. The writer, therefore, needs to use all he knows of grammar, logic, style, and good manners to make his meaning plain on paper. For he will not be there to explain if it is not.<sup>5</sup>

Much of the criticism of grammar has arisen from its failure thus far to amend the expression of pupils. Even in this attack there is certain confusion. First, to condemn grammar itself for unfavorable past results is hardly justified. It would probably be more exact to question the teaching of grammar. Then, to expect grammar to produce articulate speech and writing is also unwarranted. Grammar is not a substitute for intelligence nor a power to make a person think. It is merely a way of saying things, already perceived, better. It is a tool for analysis, criticism, and revision. How else, for example, except by reference to grammatical principles, can the teacher of English clarify the inaccuracy of the following creations?<sup>6</sup>

1. *The people were tried to be drawn into the struggle.*
  2. *It was understood the possibility changes might be made was discussed.*
  3. *The doctor visit one of his patience whom he had saved her life.*
  4. *In order to have ability to name things is to learn the definition of them.*
- Perhaps, to those who would eliminate grammar the foregoing sentences seem logical.

**AN ADDED VALUE.** An additional reason for continued interest in grammar lies in its value for foreign language study. Students undertaking the study of foreign languages are ill equipped for success without a knowledge of English grammar—for the study of another language in school is, in reality, the study of comparative

<sup>5</sup> Waddell, *op. cit.*, pp. 13-14.  
<sup>6</sup> Clough, *op. cit.*

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grammar plus a considerable amount of memorization. The use of this grammatical approach is basically the most efficient way of mastering the fundamentals of another language. Travel is prohibitive, and times does not permit the exclusive use of the conversational method in the classroom.

**SHARPEN THE TOOL—DON'T DISCARD IT.** As a tiresome discipline pursued for its own sake, grammar, of course, is worthless. As a tool for accurate communication, it is of primary value in our lives. In order to make the tool as effective as possible, however, improved teaching methods and revised texts are doubtless needed.



## FROM THE ENGLISH REGENTS

1. It's been fun. High School has helped me to no end.
2. When Abraham Lincoln was courting Mary Todd, he stayed away for intervals of months without even a phone call.
3. Parents also demanded that the children be ejected with the vaccine. This year all young children will be ejected.
4. The union devoted its efforts to the propagation of skilled workers.



## Social Studies Teaching in the Junior High School Experimental Core Classes

MURRAY SUSSMAN\*

**THE PLACE OF A COURSE OF STUDY.** Although the use of a rigid syllabus would be incompatible with the aims and philosophy of the core curriculum, our *Social Studies Bulletin for Grades 7, 8, and 9* is admirably suited for serving as a framework for a core program. Page vi of this document refer to the courses of study as a "resource book." Furthermore, on Page 12 we find the assurance that "*only the major topics—those designated by Roman numbers—should be presented to every class . . . and the degree of amplification should depend on the abilities, interests, and needs of the pupils.*" This provision for flexibility and freedom of selection removes the danger that the Scope and Sequence will act as a straitjacket on the activities of any class.

Predetermined content areas are not a strange phenomenon in the core curriculum. Page 8 of *Core Curriculum Development: Problems and Practices*, published by the United States Office of Education in 1952, defines four types of core programs:

*Type A:* Subjects combined in the core retain their identity and are taught separately.

*Type B:* Subject lines are broken down and the content used is related to a central theme.

*Type C:* Content is brought in when it is pertinent to the investigation of problems based on predetermined areas of pupil needs.

*Type D:* There are no predetermined problem areas to be studied. Pupils and teachers select problems upon which they wish to work.

The results of the survey showed that only 4.4% of the 519 schools included in the study reported that they use the Type D program exclusively or in most cases. Apparently New York City is not atypical in its use of a preplanned scope in the core.

The Scope and Sequence is suitable for our experimental program because many of the areas suggested are so meaningful and closely related to pupil interests and needs. In the seventh year "School and Community Life," and in the eighth year "The American Heritage and Our Business Economy," and in the ninth year

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"The Individual as a Worker" and "Consumer Education" are all fruitful sources of units and problems for study.

In a number of our experimental schools the scope of the core has been enriched by the addition of guidance to the usual combination of language arts and social studies. Such group guidance problems as "The Wise Use of Leisure Time," "Developing Good Work Habits," "Getting Along With Others," or "Educational and Vocational Planning" have become the center of interest for the core class. Since block programming promotes a more intimate pupil-teacher relationship, the core teacher tends to supplement the work of the homeroom teacher and the grade counselor.

**PLANNING.** Although there may be some variation in definitions of the core curriculum, there is general agreement that co-operative planning is an essential element of the program. Our course of study is sufficiently broad to allow for selection and for freedom for supervisors, teachers, and pupils to adapt the content, methods, and allotment of time to suit their own needs. However, the provision of a definite, major theme for each grade level tends to prevent duplication and repetition of the same problems or units year after year.

The preparation of the core teacher generally includes several types of planning. Long-range planning is usually done on the basis of a unit which may last from two weeks to two months. The basic planning instrument used is the resource units or the teaching unit, which may designate the areas to be emphasized, the sub-problems to be investigated, the materials to be used, the places to be visited, the people to be interviewed and consulted, the procedures to be followed, and the length of time to be spent on the unit. Weekly planning requires decisions on the subjects to be studied, the activities to be carried on, and the portion of the over-all unit plan to be accomplished. Day-to-day planning provides the opportunity for the class and the teacher to determine how to continue the work of the previous day and the time to be spent in each activity.

**METHOD.** The unit organization of learning activities, with its provision for the use of committees, plays a prominent part in the work of the core. The core teacher knows, however, that the



organization of pupil committees does not represent a panacea for the solution of classroom problems which must be met. On the contrary, the use of committees will introduce difficulties if the teacher does not provide conditions which are favorable for this type of work.

One of the necessary conditions for successful committee work is the availability of a variety of materials on the reading level of the pupils. There is really no point in having several committees engaged in "research" when the class uses only one textbook. Under these conditions the children parcel out individual assignments among themselves, and each committee member becomes an expert on four or five paragraphs in the book. The committee performs a useful function only when its members have investigated many sources, and each pupil is prepared to share with the others significant information culled from references which the other children have not consulted.

There are several pitfalls in committee work which the core teacher would do well to avoid. The selection of inappropriate centers of interest, involving concepts and understandings which are above the maturity level of the pupils, tends to lead to verbalism without real comprehension. In situations where the pupils seem to lack skill in group work, it is wise to train a single committee as a model for the whole class, as suggested on Pages 39 and 40 of the *Social Studies Bulletin for Grades 7, 8, and 9*, rather than attempt to train four or five committees at the same time. Another caution to be observed in doing this type of work is to wait until the teacher knows his pupils well enough to take maximum advantage of the abilities and interests of each one, and to make provision for individual weaknesses which might interfere with successful achievement as a committee member.

The methodology used in our core classes includes more than the activities generally associated with committee organization. Every one of the procedures described in the methods section of the course of study has some place in the work of the core. The developmental lesson is extremely important in teaching a skill or a concept, introducing a topic, and reviewing or summarizing a segment of the work done by the class. The lecture, especially if it is in the form of an anecdote, may fulfill a need in motivating a lesson or a unit. The supervised study lesson is used to provide background information before committee assignments are made,

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or to teach skills such as outlining and note-taking. Dramatization is a method of introducing variety into reporting. A committee may write a script with the help of the teacher, and present its information in the form of a play. Sociodrama, or unrehearsed dramatization, may be used to act out situations such as applying for a job.

One of the major objectives of the core curriculum is to provide as many opportunities as possible for direct experience. Field trips are an excellent way of providing these opportunities. Our community provides excellent resources for class visits and guided tours at such places as a public housing development, the New York Times Building, the New York Historical Society, and the Museum of the City of New York. Core teachers treat the field trip as another type of lesson. It requires preparation, sometimes in the form of a guide sheet which clarifies the aims of the trip, points out the highlights to be observed, and provides questions to be answered. When the group returns to the classroom, there is a follow-up in the form of discussion or reports.

The interview is another method of providing direct experience. At one school it was the basic method for an entire project, the construction of a community resources list. People in various occupational fields were interviewed to determine whether they would be willing, when called upon, to provide information about their vocational fields or various aspects of life in the community.

Creative language arts activities play a very important role in the work of the core. In some schools, one class assumes the responsibility for producing the school newspaper. On a more limited scale, many classes undertake the planning and issuing of a class newspaper. The Rexograph machine is very helpful here in duplicating the materials which the children produce. The unfinished story, which is described on Pages 15 and 16 of *Suggestions to Teachers of Experimental Core Classes*, a publication prepared by the High School Division, provides an excellent projective technique which has many implications for guidance work. Pupil diaries, committee logs or minutes, radio scripts, short stories, and poetry-writing provide other channels for worth-while creative expression.

**MATERIALS.** Most of the materials with which the core class will work should be found in the classroom library. If a single text-



book is used for general background reading, several other titles should be available for committee research. This collection might contain history texts, regional geographies, economic geography books, civics and government books, and comprehensive social studies textbooks of the newer type. Recent pamphlet materials from the approved list and others distributed by government agencies, business organizations, labor unions, and special groups like the League of Women Voters should also be found in the classroom library, if these publications are on an appropriate reading level, and if they meet the standards for instructional materials set up by our education officials. Standard reference materials such as a set of encyclopedias, the *World Almanac*, the *Information Please Almanac*, a geographical atlas, dictionaries, wall maps, and a globe are also essential for successful research work in the classroom. Another very useful item of physical equipment for the core classroom is a legal-size file cabinet for storing clippings from current materials like the newspaper, special school publications, and weekly news magazines, as well as teacher-made mimeographed and Rexographed materials.

The school library is a very important resource for the core program. In most schools the class spends at least one period a week in the library, sometimes with the core teacher. Here the pupils will find a wider variety of reference materials to supplement the facilities of the classroom. Sometimes it is possible to borrow materials from the library for use in the classroom, or to make arrangements for sending small groups of pupils to work in the school library at certain hours of the day convenient for the librarian. The school library is also an excellent place for organizing a central file of pamphlets, pictures, and other useful items. In some of our schools, the assistance of the librarian has been enlisted in the preparation of bibliographies for specific areas of study.

The personnel of our public libraries are ready and eager to render very valuable assistance to our program. The Saratoga Branch of the Brooklyn Public Library has set aside a special reserve section for books dealing with the theme of human relations for the exclusive use of pupils in the core classes at Junior High School 85. These books may be borrowed by pupils for use at home and in school. The librarian also prepares, upon request, collections of materials to be used by classes which come to the library for a

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double core period. With sufficient advance notice, the librarian will even arrange to borrow needed materials from other branches of the Brooklyn Public Library. Arrangements have also been made for a special loan of up to twenty books from the branch library for use in the classroom for a period of a month.

Audio-visual materials play a very significant role in the core program. Films from the district depositories and from commercial distributors constitute a very fine means of vitalizing the work of the class. Many of our schools have built up valuable libraries of filmstrips, slides, and phonograph records. The opaque projector is used to excellent advantage in studying maps, charts, pictures, cartoons, and other illustrative material taken from newspapers, magazines and old textbooks. Our own radio station WNYE provides wonderful programs which correlate with our course of study. The tape recorder is used in several schools to record these radio programs, thereby building up a permanent library of recordings which may be used at any time selected by the teacher and the class. Cornell University will, for a nominal fee, record on a reel of tape provided by the school any of the special programs included in their library of tape recordings. This is, of course, only one of the very many useful educational functions which the tape recorder can perform. Every school should have one of these machines.

**TEACHER TRAINING.** A number of universities and teachers colleges have recently organized graduate programs in core training. However, those of us who cannot take advantage of these facilities must rely on in-service training to meet our needs. We need courses by supervisors who are experienced in the program and workshops in which materials and resource units can be cooperatively prepared. We need to learn from each other through intervisitation and through the distribution of exchange bulletins and newsletters. Above all, we need time provided in the daily program for conferences during which we can plan cooperatively and share successful experiences; and if our experiments aren't always a smashing success, at least we can console one another and make plans for using a different approach.



## "One-Woman Theatre"

IDA LUBLENSKI EHRlich\*

(While reading the theatrical reviews in the Times last December, I came across the review of a unique play, *The Girl From Samos*. This was an unusual presentation in many ways: its content, its use of classic Greek material, and its manner of production. The reviewer pointed out that the producer, Ida L. Ehrlich, is a teacher in our public schools. Because the whole venture was interesting, I asked Mrs. Ehrlich to write about her experiences as director of *Everyman's Theatre* and producer of often-neglected plays. This article is the result.—Ed.)

The above title is a quote from Brooks Atkinson's review of my latest production, *The Girl From Samos*. Evidently it roused your editor's curiosity. He asked for an article about it and here it is.

In order to write it I looked backward in time, to incidents detached from each other and separated by years, yet, when telescoped, forming a definite pattern and pointing in a definite direction, toward a definite goal.

One bright Saturday afternoon four people were trudging across Brooklyn Bridge to Manhattan. Two little girls, five and seven, were in the middle and a parent was on each side. All held hands, walked solidly, four abreast, stepped aside to let vehicles pass, and resumed the trek with energy and evident enjoyment. The little five-year-old walked with head and shoulders thrust forward, as though to say, "Hurry Let's get there!" That little girl was Ida Lublenski and "there" meant the theatre.

Every Saturday afternoon we went to the theatre. On special occasions we went during the week also. My mother was passionately fond of the theatre. She had seen Sarah Bernhardt and all the other great stars who visited Odessa. Theatre was her delight and every dollar she could save went for tickets. The house was dull unless theatre tickets were in the bureau drawer waiting to be used. She was very orthodox and would not ride on the Sabbath; therefore the trek across the Brooklyn Bridge.

There were two rival Yiddish theatres on the Bowery in those days—the Thalia and the Windsor. I preferred the Thalia. Why? Because to reach it, it was not necessary to cross the street, so full of trolleys going in all directions, clanging like warnings of dire accidents that might befall one on the way to the theatre. A mar-

\*Director, *Everyman's Theatre*

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velous mixture of plays was produced, with a new bill every week: all the classics translated into Yiddish, modern plays, sentimental trash—but the great plays predominated. They were presented with such artists as Jacob P. Adler, Sarah Adler, Boris Tomashefsky, Madame Lipzin, Bertha Kalisch, and Madame Prager. I was so sorry for all the poor people who went in the other direction. They could not possibly be going to that paradise called "theatre."

My first experience with English theatre was on a twenty-five-cent gallery seat from which I looked down at a slender, black-robed Prince, seated on something that looked like a soap box covered with red velvet. He spoke immortal lines which I have read many, many times since. The actor was Creston Clarke; the play, *Hamlet*.

When at seventeen I was a Hunter student, one of our teachers (my sister was also studying there) asked for volunteers to entertain a boys' club in what she euphemistically called a poor neighborhood. My sister volunteered to recite. We arrived at the clubhouse, a ramshackle place, entered the room and found ourselves in a veritable bedlam of yelling boys. Later we found out that the name of the neighborhood was Hell's Kitchen. Those boys made of the name, truth, not fiction. I was all for retreat, but not my sister. She was a very determined girl. She came to recite and recite she would. Also, the lady in charge assured us that the boys really wanted entertainment; so we stayed. Bella was very beautiful and wore a gray dress of soft silk with tinges of lavender in the evening lights. When she ascended the platform, those boys burst out into what was the parallel of our present-day wolf whistle. Nothing daunted, she began to recite her piece—Talleyrand's "Cut Behind!" In less than one minute there was a hush in the room as in a church. Those erstwhile wolves scarcely breathed. They listened, rapt, almost reverent. Her clear, ringing voice came straight from her heart, and they took it straight to theirs. When the recitation ended, the applause was thunderous, courteous, genuinely appreciative. Theatre had been created.

THE SADDEST WORD IS "ALMOST." I began to bring my one-act plays to the Neighborhood Playhouse. Helen Arthur, then the play reader, was interested, but none was ever accepted. Reasons were various. Once she wanted to do a play she had had for three



years—the author was now dead. I took mine and fled for—  
He who writes and runs away  
May live to write another play.

Another time she argued that my little piece was too feminist in its point of view. I argued that after all it was only a one-acter and with two others of a masculine point of view it wouldn't matter. But she said, no, they were four women running this theatre, and they couldn't afford the criticism. The upshot was that she chose a full-length three act play which was so extremely feminist that it would have done credit to Susan B. Anthony. Logic in the theatre? Absolutely none.

There are many sad words in life. In the theatre the saddest one is *almost*. The producer almost liked it. Or having liked it he almost accepted. Or having accepted it he almost produced it. Ah! The ghost of plays that almost got there!

In life, the word "agenda" means business to be accomplished. In the theatre "agenda" means something else, something which every self-respecting producer has—namely, a list of plays which he has optioned at one time or another, and which he will produce at one time or another. His agenda is like a pack of cards, constantly being shuffled. The poor playwright, who has been counting the days to production, finds himself *off the agenda*! Oh, what a fall is that, my countrymen! I fell twice.

ON THE AGENDA AND ON BROADWAY. Then a miracle happened. I was on the agenda, off the agenda and *on again*, and the play was produced on Broadway! A great star for the lead—Minnie Maddern Fiske! A beautiful theatre—the Henry Miller! Flash! Washington said it was her greatest role since Becky Sharp! Flash! Why stay in Washington two weeks when we can open in New York? Flash! A glorious opening night! One of my friends almost died of excitement because she was sitting behind John Drew. Flash! Alexander Woollcott roasts the play, and the star, and the author, and the Borough of Brooklyn where the author lives.

While the play was building up, there was constant quarrelling between director, producer, star. The director told me to tell the producer thus! The producer told me to tell the director so! Henry Miller wanted his theatre back for his own play. The star wouldn't

## "ONE-WOMAN THEATRE"

take another theatre. She wanted to go to Boston. She went to Boston. She played the subway circuit. The play closed. There are many pains in life. But there is no pain like unto the pain of an author whose play closes when the royalty is between three hundred and four hundred dollars a week.

Vaudeville used to bill one-act plays. I happen to have the facility of writing amusing sketches with one hand behind my back. They made money, too. One day I thought I'd go to see one. I came into the theatre. I saw an actor clowning through the most appalling drivel one can imagine. The audience ate it up. I was disgusted and with head in air I walked out. As I came to the door I was haunted by something vaguely familiar about that piece of rubbish. I could still hear that actor gagging over some lines. Suddenly it dawned on me. My word! I had walked out on my own play!

LAVENDER AND CLOSED PLAYS. If a producer closes your play when it is making money for you, if a producer ruins your play for you, if you are bounced around like a rubber ball, isn't it logical to produce your own play yourself? I completely forgot that there is no logic in the theatre and decided to put on a play myself. On Broadway, at that. On Broadway the producer is the boss. Why? Because he who gets the money is the boss. All the producer must do is to get the money and pay the bills. Nothing to it. He mustn't do anything but get the money and pay the bills. If he dares to do anything else, he's not a real producer. Every part of the production must be handled by a specialist. Every specialist has an assistant specialist, and so ad infinitum. The only one who has no assistant is the producer. He has to get all the money. He must pay all the bills and sign all the checks. He and he alone. If he asks a question about anything at all, he is solicitously told, "Don't you worry. That's my headache. Give this man a check. Here's the bill."

I paid the bills. I gave orders that no paper should be issued. Only the critics were to get passes. Everybody else pays. I arrived on the opening night and was gladdened to see a packed house—really a full house. Not only was the house full, but the audience was full, too. The Forrest Theatre had conveniently left open the door to its bar and a holiday audience imbibed freely. It was a shambles. My treasurer presented me with a box office statement of \$119 for the night. The critics roasted the play. I roasted the



HIGH POINTS [November, 1955]  
director and the actors. The bank roasted me. Another experience laid aside in lavender.

**PRODUCER WITH A PROBLEM.** I was completely cured of wanting to be a Broadway producer, but I was not cured of being a playwright. That is an incurable disease. I stopped writing clever little comedies. I became a serious, but not solemn, playwright. I grew up and wrote better plays than ever. And all the time every nerve in me clamored for production. It was either produce or succumb to frustration. Off-Broadway was the only solution.

But Off-Broadway needs money too. I decided to let some millionaire relatives back me. How could they refuse? Surely they would remember little Ida, she was so cute! But millionaires are skilled forgetters, and they refuse with authority. However, a little dripped off and with \$1200 I became Everyman's Theatre. Six percent of it was for the millionaires, ninety-four percent for little Ida. If I ever total up a profit of one dollar, I shall send them six cents. And no more backers!

Trial and error! Trial and error! Finally basic principles were evolved and adhered to.

First, Equity actors. Secondly, a bright theatre. Thirdly, the barest minimum of scenery. Fourthly, suitable costuming. Fifthly, music wherever possible, either in the play itself, or as background or for entr'actes. The most important of all I don't even mention—the play, a play which I love to do, for that is the sine qua non—all at moderate prices.

In my last three productions—*Doctor Johnson*, *Everyman*, and *The Girl From Samos*—I have adhered to these principles, and I feel that Everyman's Theatre is on its way. I have licked all the little uncertainties which have plagued me except one—the one big problem that remains—the audience problem. My audiences enjoyed these plays immensely. I have letters from people who missed them and want to see them. Strangers have told me, personally, how much they enjoyed these plays. Such beautiful appreciative audiences, but small ones. How to make them bigger, big enough to pay all the bills, big enough to make a small profit for this Nanki-Poo of Everyman's Theatre who does so much because she cannot afford to have assistance which must be paid for? That is the problem which as yet I have not solved.

## "ONE-WOMAN THEATRE"

**FOR STUDENTS ESPECIALLY.** One thing surprises me and that is the lack of response from the public high schools to my plays, which are, largely, on the English curriculum. Strangely enough the private schools have responded better. Classes have come down from the Brearly School, and the Cathedral School, from Horace Mann School. One performance of *Doctor Johnson* was almost wholly attended by students from Seton Hall and from Tarrytown (Hackley). Yet I have offered half price to students and honored every request that came in for students' rate. And who isn't a student these days?

One of my dearest objectives has always been to bring the student to the live theatre. There ought to be a student theatre club in every school, with a teacher guidance counselor, to arrange for group participation. I would gladly cooperate in every way to bring this about, and I hope that in some way it can be managed. As an English teacher I most strongly recommend live theatre because it is the audio-visual aid to the appreciation of literature and to the appreciation of the moral and spiritual values inherent in great literature. There isn't a student who should miss a performance of *Everyman*, and there isn't a senior student who would not profit by seeing *Doctor Johnson* as an aid to Boswell's *Johnson*, which is difficult reading. Live theatre is the solution to many problems, educational, social, and cultural. Our schools should take advantage of all these possibilities. They would find off-Broadway a very helpful medium.

That buzzing sound you hear is me grinding my own ax.

**ADDING UP THE SCORE.** To return to my recollections. When one of my sons was very small, he became very curious about golf. He kept hearing it spoken of all the time. One day he said to his father, who was an enthusiastic golfer, "What is golf?" His father explained, showed him the motions and the sticks and the various details. The child listened, then sighed, "So that's golf!"

Actually producing is very much like golf. It's a wonderful reducer; it keeps you on the go, never a dull moment. You take your stance with confidence; you tee off with a flourish; you whack that ball till it disappears; you get into the rough; you chop your way out; you jump into the lake; you mashie your way up hill; you're on the green. Now comes a slight difference. In golf you



putt the ball into the hole, take the ball out, and, with a smile, you write your score. In producing *you get into the hole yourself!* No one takes you out; you must crawl out yourself, and with bleeding fingernails you write the score *in red!* That's one-woman theatre!



### PEDAGAGS

1. Teachers with gray matter never turn Red.
2. Some students don't have much to say, but you have to listen a long time to find it out.
3. Teachers shouldn't worry about what students think of them; they seldom do.
4. The ideal student is one we frequently hear about but seldom see about.

NATHAN LEVINE, Harlem Evening High School

## Films of Special Interest

(Exceptional motion pictures recommended to teachers by the film chairman of the School and Theatre Committee, N.Y.C. Association of Teachers of English)

### CINEMA 16 (America's largest film society)

To the film connoisseur, 1955 promises to be a vintage year for CINEMA 16. Fifteen programs of international film classics, documentary and experimental films; a personal appearance by Alfred Hitchcock; a week-end visit to the great film museum at Eastman House in Rochester—so runs the prospectus. *A light, dry wine . . . yet full-bodied . . . and with more than a touch of presumption!*

The ninth annual offering is as provocative as ever to the adult moviegoer. The present annual membership is 6000, from New York and seven adjoining states. If you are not yet of their number, this would seem to be a good season to join.

You will be able to see G. W. Pabst's and Arnold Fanck's *The White Hell of Pitz Palu*, original version of the legendary German adventure classic; Kenneth Anger's *The Inauguration of the Pleasure Dome*, macabre portrayal of an occult ritual; the first American showing of an authentic 11th century Noh drama, *Aoi No Uye*, "The Lady No Uye," discovered among captured Japanese films; a special program of five films on sex education, including George Stoney's Columbia University film *The Invader*; the Marx Brothers in *Duck Soup*; Stroheim's classic of the realist cinema, *Greed*; Donskoi's fin-de-siecle film tapestry, *The Childhood of Maxim Gorki*; and several "special programs."

The latter will include Hitchcock discussing excerpts from some of his most famous movies; a program of restricted psychiatric and medical films, including *Folie à Deux*, Venice prize winner in the Mental Hygiene category; "Horror in the Cinema," a showing of Val Lewton's *The Cat People* and excerpts from other Hollywood horror films; programs on micro-cinematography, rocket-flight experiences, first films by new talents, jazz, cubism, and new releases becoming available in 1956.

Identical programs are presented on Friday evenings at the Museum of Modern Art, Wednesday evenings at Central Needle



Trades High School, and Sunday mornings at the Beekman Theatre.

Membership in CINEMA 16, which is a nonprofit film society, is restricted to adults, can begin with any performance, and extends for one year. The annual subscription fee entitles each member to free admission to a minimum of 15 performances per year; to two free guest tickets per season; to a free subscription to "Cinema 16 Film Notes," which includes films news and articles by leading film critics; and to various discounts at leading New York art-film theatres, films courses at the New School, book and camera stores, etc. There is also a program-planning and film-information service available, as well as a discount on CINEMA 16 films, to members who wish to set up home or club movie shows.

A circular outlining the new season's programs and giving complete information regarding individual and group membership rates is available from CINEMA 16, 175 Lexington Avenue, New York 16 (MU 9-7288).

#### 16 MM.—NEW WORLD OF CINEMA (Brooklyn Institute)

Members of the Brooklyn Institute of Arts and Sciences at the Brooklyn Academy of Music may now count among the advantages of annual membership the opportunity to enjoy four programs of outstanding short films which illustrate "16mm—New World of Cinema." Director and chief speaker will be Willard Maas, well known as an experimental film-maker. From time to time other film-makers will appear as guest speakers and will discuss their approaches with Mr. Maas and the audience.

The programs will be held November 11, January 6, February 24, April 6 (Friday evenings) at 8:15. For information about prorated dues in the Institute, interim membership fees, individual admissions, etc., call STerling 3-6700.

(Other films available to members of the Brooklyn Institute of Arts and Sciences are seventeen performances of the outstanding American and British feature films of the year, each accompanied by appropriate short subjects; nine performances suitable for "family" attendance; three performances of a foreign feature film, with short subjects; four feature films for young people. The Academy of Music is now equipped with wide-screen facilities.)

#### FILMS OF SPECIAL INTEREST

##### MOVIES AT THE MUSEUMS (For Teachers and Students)

THE MUSEUM OF MODERN ART, 11 West 53 Street, New York 19. CI 5-8900. Daily showings from the Film Library collection at 3 and 5:30 P.M. Adult admission to Museum (60¢) includes admission to film. Those under 16 pay 20¢. An annual Student Pass (\$2.00) may be obtained for teachers and students of art, film and photography.

Nov. 14-20: *Uncle Tom's Cabin* (1903), directed by Edwin S. Porter; *Tol'able David* (1921), directed by Henry King, with Richard Barthelmess.

Nov. 21-27: *The Man from Painted Post* (1917), directed by Joseph Henabery, with Douglas Fairbanks; *When the Clouds Roll By* (1919), directed by Victor Fleming, with Douglas Fairbanks. (One showing daily, at 3:00)

Nov. 28-Dec. 4: *Foolish Wives* (1922), directed by Erich von Stroheim, with Mae Busch.

Dec. 5-11: *Fièvre* (1921), directed by Louis Delluc; *The Smiling Mme. Beudet* (1923), directed by Germain Dulac; and *Entr'Acte* (1924), directed by René Clair.

Dec. 12-18: *Swingtime* (1936), directed by George Stevens, with Ginger Rogers and Fred Astaire.

Dec. 19-24: *Easy Street* (1917), directed by Charles Chaplin, with Chaplin and Jackie Coogan. (No showings December 25th)

Dec. 26-Jan. 1: *Theatrical and Social Dancing in Film*; short films and dance sequences from feature films, with Vernon and Irene Castle, Valentino, Pavlova, Joan Crawford, Fred Astaire, and the ballet sequence from *The Red Shoes*.

THE METROPOLITAN MUSEUM OF ART, Fifth Avenue at 82nd Street, New York 28. TR 9-5500. Admission free. Films shown in the Grace Rainey Rogers Auditorium.

*Art Film Cycle*: Screenings of three selections of films on or connected with art, introduced briefly by members of the staff. Sundays at 3:00 during the year (none in November).

*Special High School Programs*: Each program consists of a slide lecture, a gallery visit, and a related visit. They are held on Wednesdays from 1:15 to 3:00, and you are invited to send



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a class of 30 pupils, with a teacher, to each program. If you would like to send more than one class to a program, telephone TR 9-5500, Ext. 306.

Specimen program: November 30 "Painters of Spain," for students of Spanish, art; slide lecture by Mrs. Blanche R. Brown and movie *The Glory of Goya*. Programs have also been planned for students preparing for scholarship examinations (Painting from the Renaissance to the 20th Century; Architecture from Stonehenge to Skyscraper) and for students of Latin, social studies, English and home economics. Information may be obtained from Ext. 306 at the Museum.

THE BROOKLYN MUSEUM, Eastern Parkway at Washington Avenue, Brooklyn 17, NE 8-5000. Admission free.  
Saturdays at 2:00: An educational film and a comedy suitable for children of school age.

Sundays at 3:30: Following the concerts, the Museum shows a program of short films for adults and high school students, usually on art. Specimen programs: December 4 "What Is Modern Art?" and December 11 "A New Way of Gravure."

THE NEW YORK HISTORICAL SOCIETY, Central Park West and 77th Street, New York. TR 7-2918. Admission free.  
Saturdays at 2:00: A series of films dealing with the United Nations and with recent American history. Schedule on request.

THE MUSEUM OF THE CITY OF NEW YORK, Fifth Avenue at 104th Street, New York. LE 4-1672. Admission free.  
Saturdays, 11:00 A.M. and 3:00 P.M.: Short educational and documentary films. Telephone for program each week.

AMERICAN MUSEUM OF NATURAL HISTORY, Central Park West at 79th Street, New York. TR 3-1300. Admission free.  
Wednesdays at 4:00 and Saturdays at 2:00: Programs of educational films (shorts and occasionally a feature) on natural history and science subjects. Specimen programs: November 26

## FILMS OF SPECIAL INTEREST

"Films on Pioneer Life" and December 7 "Drama of Steel." Write for complete schedule.

## CLASSICS ON THE SCREEN (Current and Coming)

In addition to the Orson Welles *Othello* reviewed at length last month and the Kirk Douglas-Paramount-Italian version of *Ulysses* reviewed summarily this month ("It is the Classic-Comics adaptation of Homer"—end of review), there are several motion pictures based on the classics which this department notes in passing:

Current and choice at the time you read this: *Letters from My Windmill*, the new Marcel Pagnol film taken from three of Alphonse Daudet's short stories; *The Red and the Black*, by MM. Aurenche, Bost and Autant-Lara from Stendhal's novel. More anon.

Coming: three versions of Tolstoi's *War and Peace*; a new British version of *A Tale of Two Cities*; a Hollywood *Twelfth Night* by the people who did *Julius Caesar*, with Audrey Hepburn doubling as Viola and Sebastian; the long-promised John Huston *Moby Dick* (now scheduled for release next summer) and the Laurence Olivier *Richard III* (to be shown in the United States for the first time as a TV "spectacular" in January).

"On the screen" interpreted to include TV: Maurice Evans and Orson Welles, among many others, will be offering versions of the classics this year; Shakespeare, Shaw, *Alice in Wonderland* and *The Devil's Disciple* . . . see the excellent TV and Radio Magazine of the New York *Herald Tribune* on Sundays for advance listings. And be forewarned, as we are, when you read a little sentence like this one:

"We will use short stories by such authors as Ernest Hemingway and Faulkner," says Mr. Coe (producer of NBC's new "Theatricals" series), "and entire books like 'The Man Who Killed Shakespeare,' about the murder of Christopher Marlowe, a regular 16th century *Dragnet*."

We don't know what you are planning to do in your English classes the day after all your students watch NBC dramatize the Calvin Hoffman canard about WS, but we are going to teach the Stratfordian canon. With a little trouble, we should be able to dispose of all the anti-Stratfordians in forty minutes. *Dragnet*, indeed!

RUTH M. GOLDSTEIN

Abraham Lincoln High School



## Education in the News

... for this is the whole duty of man.  
—Ecclesiastes

The Ten Commandments have ever been used as a yardstick against which frail man has measured himself in his eternal quest to achieve merit. Codes of conduct—broad, simple injunctions, as well as detailed ordinances and judicial interpretations—have been part of the administrative machinery of every social group, primitive and civilized, since the first quibble as to who and how many should occupy the first desirable cave location.

Beacon lights, guide posts, guiding stars—that's what codes are meant to be whether they were inspired by Hammurabi four thousand years ago, by Napoleon one hundred and fifty years ago, or by junior high school pupils a few years ago. They are the same in essence, prescriptions for ethical behavior, exhortations to live by some golden rule.

The promulgation of laws and codes is evidence of man's weakness to govern himself without them. But laws are more progressive and just than people, and the existence of codes and laws has, unfortunately, not always meant obedience to them. The hiatus between people and the inspirational edifice of constitutional and moral law is wide. In our school situation the gap exists, alas, too often, between teacher and pupils, and between teacher and administrator. Our screening structure, good as it is in areas of scholarship and elementary organization, has yet to be refined as an instrument to select the good and the true; the beautiful being an extra bonus.

We may have to face one day, even in a period of teacher shortage, and with our all-too-ready acceptance of emasculated scholarship, the difficult task of appraising character, goodness, love of children, and the extent to which young men and women approach teaching as a calling. Perhaps this is a vain hope. But how often have we heard teacher and administrators say: "Give us first men and women who, when in a classroom situation, exude the juices of joy and love of people, whose presence in a class is like a balm, and whose personal problems and emotional equilibrium are not so transcendent as to make them unaware of that little child in the corner with his problem."

In the lower schools, primary and secondary, the problems of learning how to live together—the mental-hygiene view—should take precedence over learning. For learning, the best of learning,

## EDUCATION IN THE NEWS

will follow, as night follows day, when, under the leadership of men and women with a mission as well as a sense of humor, the shackles of classroom distemper are severed. Even the teacher, in such an atmosphere, will learn new subject matter and the skills to teach them.

If a somewhat dour note has been sounded, let me try to dispel it with a note of hope. Personal evaluation checklists and codes of conduct for teachers have been raining down on us like thunderstorms, lo, these many years. But the wee small voice has been heard by administrators, not in the spirit of *Be Kind to Teachers Week*, but honestly and sincerely. In a kind of voluntary immolation administrators have been turning the harsh light of personal examination upon themselves. That's the ray of hope. Some of them are saying, in effect: "Let's have a look at ourselves; are we practicing our preachments?"

In the May, 1955, issue of the *Educational Forum*, Douglas E. Lawson, Professor of Education of Southern Illinois University, has written an article entitled "Ten Commandments for the Ethical Teacher." I read it but passed it by until I ran across another article by the same author in the May, 1955, issue of the *American School Board Journal*, entitled "Ten Commandments for the Humane Administrator." Now, I thought, it might be interesting, even exciting, to run both sets of "commandments" below for comparison purposes. Each set is listed seriatim, although the author has expanded each numbered "commandment."

### TEN COMMANDMENTS FOR THE ETHICAL TEACHER

1st Commandment: Thou shalt humiliate no child.

2nd Commandment: Thou shalt not judge a child by his behavior, but shalt seek a diagnosis for its causes that such causes may be corrected.

3rd Commandment: In thy heart thou shalt place no child before another.

### TEN COMMANDMENTS FOR THE HUMANE ADMINISTRATOR

1. Do not rebuke or correct any teacher in the presence of students or any other persons.

2. Praise your teachers, and in the fields of their special preparation walk humbly.

3. Deal not lightly with any person's problem, but treat it as if it were your own.



4th Commandment: Honor thy superintendent and thy colleagues that thy days may be long in the job that the board has given thee.

5th Commandment: Forget not the days of thy youth.

6th Commandment: Thou shalt not violate a confidence nor bear witness against any child's weakness except in the line of professional duty.

7th Commandment: When thou hast a child who stirs up trouble and does all manner of evil, thou shalt say: "This is my challenge. In time I will win this child."

8th Commandment: Thou shalt be sensitive to each child's problem as if were thine own.

9th Commandment: Thou shalt grow in thy professional understanding and shalt so live as to invest thy calling with dignity and with vision.

10th Commandment: Thou shalt teach with devotion and with vision, dedicating thyself to the needs of thy children and of all humanity; and for this thou shalt strive to hold truth in thy mind and understanding in thy heart.

JACOB A. ORNSTEIN

4. Do not forget the days of your youth.

5. Honor your custodians and your teachers that your days may be long in the job that the board has given you.

6. Let no child be judged by his behavior alone but seek the causes of such behavior that they may be corrected.

7. Strive to see each child through the eyes of its parents and treat the child with love as if it were your own.

8. When you have a teacher who is old in the service so that he no longer teaches well, deal with him tenderly and understandingly.

9. Have sensitiveness to the needs of your whole community and faith in its people; for in that faith you will find your strength.

10. Have vision as well as devotion, that you may use all your talents for the benefit of all humanity.

East Elmhurst J.H.S. 127, Queens

## Chalk Dust

Have you a teaching technique to share with your colleagues? Send a description (150 to 250 words) to Irving Rosenblum, P. S. 4, Manhattan 2, N. Y.

Recently, in discussing with my remedial reading groups, reasons why we need to know how to read, one of the ideas evolved was to preserve life and limb by obeying the rules of our city made for our protection and expressed on signs, and thereby becoming better citizens.

Pursing this idea further, we made a list of various public signs that even nonreaders should be able to recognize on sight. Each day we added to the list found below.

1. Danger
2. Stop-Look-Listen
3. STOP
4. In case of fire, WALK do not run to nearest exit.
5. EXIT
6. No Smoking
7. Keep Off The Grass
8. Quiet, Hospital, Drive Slowly
9. Go
10. No Parking
11. Fire Zone
12. Hands Off!
13. Watch Your Step
14. No Skating
15. Men Working
16. Police Lines—Do Not Cross
17. Play Street Closed
18. Curve Ahead
19. Move to the Rear
20. Shelter Zone
21. Keep Right
22. Littering—Punishable by \$25 Fine.
23. R.R. Crossing
24. Dead End Street
25. One Way—Do Not Enter
26. School Crossing
27. Bus Stop
28. No Left Turn
29. Stop on Red Signal
30. Street Closed
31. Left Turn on Red Light Permitted.
32. Keep Out—Private Property
33. Clean Your Sidewalk Curb Your Dog.
34. Beware of the Dog
35. No Trespassing
36. No Beggars or Peddlers Allowed.
37. To call police, use this telephone
38. Road under Construction
39. Preserve Our Forests
40. No Picnicking

J.H.S. 162, Brooklyn

MAE P. HULL



*A cartoon-of-the-month selection by J. I. Biegeleisen,  
Art Department, School of Industrial Art*

## The Neighbors

By George Clark



"Did I learn anything in school today, Miss Watts?  
Mom always asks."

Reg. U. S. Pat. Off.  
Copr. 1955 by  
News Syndicate Co.

## High Points

### "MAY I INTRODUCE . . ."—A PROJECT IN BIOGRAPHIES

There is an anecdote of a student who entered a classroom and was told by the motivation-minded teacher, "The world, according to someone in today's paper, will explode tonight." With some irritation he replied, "What's the good? If it doesn't, we'll have to write a composition about it." This reaction, we believe, is typical of the response when a teacher assigns a book for a written book report. The dreary prospect of having to write about a book (an artificial situation!) often hangs like the albatross around the reader's neck.

Knowing this, and knowing also that students should be encouraged to read, we devised a novel technique in the presentation of an oral book report based on a biography.

**INVITATION TO DINNER.** One day a blind and deaf college graduate, Robert Smithdos, came to our school and gave an inspiring talk on how he, despite his handicaps, had succeeded in getting a college degree and in adjusting to life. When we returned to our classroom, the students, still bubbling with excitement, discussed the almost incredible achievements of our guest. Soon the class enumerated many famous people who have become distinguished in the world despite their handicaps (not necessarily physical ones).

The next day we brought to class a number of biographies selected from the school library. When these were presented to the class, a number of students showed enough interest to take these books for home reading. But a majority of the class was fearful that this was merely a ruse; a written report hovered over them as surely as death and taxes. One student expressed this reluctance by saying she would be willing to read one of the biographies and talk about it, but she was "afraid of a written report."

Some weeks before, we had been present at a testimonial dinner given in honor of one of our famous philanthropists. We told the class how effectively the guest had been introduced by the toastmaster. The suggestion was made that we might try to imitate the testimonial dinner, with the pupils taking the part of toastmasters. Enthusiasm ran high from the outset. One student suggested that



we might invite the famous person to our school to attend the actual "dinner." However, this was deemed impractical. Then someone proposed that perhaps we might make figures to represent the famous people. This proposal received an enthusiastic response, and the class decided to clothe each doll in such a way as to indicate the times, and perhaps the character, of the person represented.

**FOOD FOR THOUGHT.** Our librarian was invited to talk to the class. She familiarized the pupils with the large number of biographies both in our school library and in other libraries. She also provided each student with a mimeographed list of famous biographies.

The students were then asked to choose a biography and to prepare a talk (Oh, subtle way of composition!) that would serve as an introduction of the famous person at the testimonial.

Not only were the books read, but the students also realized that some research was necessary in order to clothe the dolls properly. Books on costumes and on designing were in demand. Fortunately, a number of our students are in the needle trades course, so that this task proved enjoyable and practical. A week before the reports were due, we got permission to decorate a section of the library in order to give it an appearance of a dinner table, with appropriate table decorations, napkins, programs, and the like. Most of the pupils took delight in showing each other how they had clothed their dolls and in explaining why their "dolls" were famous.

A number of pupils asked, one day, how they could best present their talk. This led to a discussion and a lesson on preparing an outline for the talk. Some pupils felt that such an outline was too confining, and they used their own outlines. Others, who were not quite sure of their approach, used this outline to good effect. The only procedure we agreed on was to defer mentioning the famous person's name until the last sentence or so.

The actual "dinner" was a heart-warming success. Each student took pride in the person she spoke about. The dolls were exhibited after each speech, and, rather unrealistically, each was circulated around the dinner table.

When the "dinner" was over (it lasted five separate periods), a student suggested that we place the dolls on exhibition. This was done, but when one of the students heard about a hospital that

sought toys for crippled children, she proposed that the class donate the dolls to these unfortunate children. Not only did this suggestion pass unanimously, but each student decided to "gift-wrap" each doll and to enclose a brief biography of the person represented. Incidentally, among the famous people at the dinner were Clara Barton, George Gershwin, Queen Elizabeth, President Eisenhower, Nehru, Helen Keller, Katherine Cornell, Abraham Lincoln, General Patton, Jackie Robinson, Grandma Moses, and Thomas Jefferson. Who wouldn't relish an invitation to such a meeting?

**POST-PRANDIAL POSTSCRIPTS.** Among the important gains from this project were those in the language arts. We feel that the students gained valuable experience in oral communication. The testimonial dinner technique resembles a real-life situation, so that preparing the speech and delivering it became meaningful tasks. Secondly, the students became aware of the need for a knowledge of parliamentary procedure. Social forms, too, in the matter of proper introductions, proper seating at tables, and so on, were also learned.

Most of us teachers of English realize that learning to listen intelligently (and patiently too!) is an important part of our work. This project provided us with a fruitful opportunity for accomplishing this aim.

Many students wrote to those individuals who were reported upon and who are still alive. These letters, containing requests for information and apprising the famous person about our project, gave a forcefulness to the written assignment that dispelled most pupils' disinclination to write. Furthermore, the use of a prepared outline made the pupils realize how helpful pre-planning can be.

Not all the gains, however, were in the language arts alone. There were ample opportunities for integration not only with academic subjects, but with vocational ones as well. The student who reported on Marian Anderson, for example, consulted with her music teacher and spoke, in her introduction, of Negro spirituals and of Bach's cantatas! Outstanding people from the fields of social science, science, and sports were introduced; this required research into these various fields of human endeavor.

By becoming acquainted with the dominant men and women in our history, the students acquired a cultural awareness that



should prove rewarding. Also, the pupils realized that every nation and every race (if there be such a group as a pure race) has contributed substantially towards mankind's knowledge and happiness.

Considerable experience, too, was gained in the techniques of advanced research. Such important reference books as *Who's Who* and *Current Biography* were referred to constantly.

**AFTERGLOW.** Originally we had planned, as our culmination, to have the testimonial dinner. But this was not the only culmination. By contributing the dolls to the hospital, our pupils felt a satisfaction and a glow that made all the other achievements seem insignificant by contrast. The dolls were given just before Christmas, and there was a sentiment, at the giving, that blended well with the Yuletide spirit.

ANITA ARONT

LEONARD BOYER

William H. Maxwell V. H. S.

### TWENTY QUESTIONS FOR SOCIAL STUDIES TEACHERS

1. Is the class scene pleasant from the aspect of decoration?
2. Are there special provisions made in the homework whether for difficult words in the lessons to be studied or for reading material outside the text? Is the homework checked?
3. Is the assignment sufficient for the period?
4. Are the students aware of how the lesson fits into the series of lessons?
5. Is the same kind of lesson given day after day?
6. Does the recitation virtually duplicate the text studied?
7. Are there only a few pivotal questions on which the lesson turns.
8. Is the lesson an interchange of ideas?
9. What is the relative division of time between teacher and student discussion?
10. Does the lesson contain challenges for the student? Are skills as well as facts taught?
11. Are students encouraged to ask pertinent questions to show that their minds are "ticking"?

### TH' ART A KNOWING COOKIE, WILL

12. Does the teacher deviate in procedure in different classes although they may be of the same caliber?
13. Does the teacher make some sort of allowance for brighter and slower students in our quasi-homogeneous groups?
14. Is the effect of current events on past history played up?
15. Are there any media for illustrating the lesson?
16. Is undue emphasis placed on copying notes?
17. Are maps used—wall map for the teacher, textbook or desk maps for the students—in conjunction with the lesson?
18. Is written work by pupils, whether in the form of blackboard work, a quiz, or a summary, used at least three times in a five-day week?
19. Are tests spaced so that the students do not get an avalanche of tests near the end of a marking period?
20. Is there a good hearty laugh by students and teacher occasionally?

BESSIE STOLZENBERG

Seward Park High School

### TH' ART A KNOWING COOKIE, WILL

(Being a series of possible commentaries by supervisors, teachers, *et al*, on the rites of observing lessons, being observed, studying for promotion exams, and sundry other pedagogical activities and woes.)

Unkind, even unperceptive, but overheard in the cloistered chambers of an administrator . . .

*Thou art not for the fashion of these times,  
Where none will sweat but for promotion.*

Heard over the transom . . .

*Chairman, (commenting on a lesson): Neither rhyme nor reason.*

*Teacher: I would the gods had made thee poetical.*

*Chairman: An ill-favored thing, sir.*

*Teacher: . . . but mine own.*

You know him; he is never wrong, and besides it's not his fault . . .  
*Our remedies oft in ourselves do lie,  
Which we ascribe to Heaven.*



Humble chairman . . .

*Out of my lean and low ability  
I'll lend you something.*

Bright young thing to supervisor, after a poor lesson . . .

*What's gone and what's past help  
Should be past grief.*

Can be used by teacher announcing to his wife that he is ready to become a candidate for a promotion exam. Or, that he is not!

*I, thus neglecting wordly ends, all dedicated  
To closeness and the bettering of my mind.*

How it seems to some teachers when a supervisor enters a classroom . . .

*The fringed curtains of thine eye advance.*

Anyone, after any exam . . .

*Deeper than did ever plummet sound  
I'll drown my book.*

*Merrily, merrily shall I live now,  
Under the blossom that hangs on the bough.*

Guidance counselor confers with parent . . .

*He hath never fed of the dainties that are bred in a book; he  
hath not eat paper, as it were; he hath not drunk ink.*

Ditto . . .

*An unlesson'd girl, unschool'd, unpractised;  
Happy in this, she is not yet so old  
But she may learn.*

Observee's woe (the written report) . . .

*Here are a few of the unpleasant'st words  
That ever blotted paper!*

Supervisor pulls out all stops in a written report of a lesson . . .  
*O, wonderful, wonderful, and most wonderful, wonderful! and  
yet again wonderful, and after that out of all hoping.*

Supervisor pulls out nearly all the stops, etc.  
*So so is good, very good, very excellent good; and yet it is not;  
it is but so so.*

THAT A KNOWING COOKIE, WILL

Advice to beginning teacher, in the spirit of, "Never turn your back on a difficult class!" . . .

*An you had an eye behind you, you might see more detraction at  
your heels than fortunes before you.*

Comment of a member of a Textbook Committee . . .

*Was ever book containing such vile matter  
So fairly bound? O, that deceit should dwell  
In such a gorgeous palace!*

Remark by a teacher to a "Dale Carnegie" supervisor . . .

*Thou cutt'st my head off with a golden axe.*

End-term class parties . . .

*Every room*

*Hath blazed with lights and bray'd with minstrelsy.*

On selecting a faculty or committee . . .

*Let me have men about me that are fat,  
Sleek-headed men, and such as sleep o' nights . . .*

Cabinet meeting . . .

*The Genius and the mortal instruments  
Are then in council . . .*

Good lady disciplinarian . . .

*Think you I am no stronger than my sex,  
Being so father'd and so husbanded?*

A corny lesson . . .

*How many ages hence  
Shall this our lofty scene be acted over  
In states unborn and accents yet unknown!*

Won't that conference ever end? . . .

*The deep of night is crept upon our talk.*

Continued oral, interview, et al . . .

*Then I shall see thee again?*

*Ay, at Philippi.*

*Why, I will see thee at Philippi, then.*

Impatient candidate . . .

*O, that a man might know  
The end of this day's business ere it come!*



Too intensive preparation for promotion exam . . .

*Sleep shall neither night nor day*

*Hang upon his penthouse lid.*

Candidates leaving examination center . . .

*What are these*

*So wither'd and so wild in their attire,*

*That look not like the inhabitants o' the earth,*

*And yet are on't?*

The last school day . . .

*Come what come may*

*Time and the hour runs through the roughest day.*

Teacher (face, a blank) about to read results of current Regents examination. . .

*There's no art*

*To find the mind's construction in the face.*

Two pupils before an important examination apply a little elementary psychology to each other . . .

*If we should fail?*

*We fail!*

*But screw your courage to the sticking-place*  
*And we'll not fail.*

The average pupil, before the Dean of Boys, innocently avers:  
"Who me?" Transliterated . . .

*Thou canst not say I did it; never shake*

*Thy gory locks at me.*

In the spirit of the nursery, mother advising her child not to hit, but if hit, to hit back! . . .

*Beware*

*Of entrance to a quarrel; but being in,*  
*Bear't that the opposed may beware of thee.*

Case for remedial reading teacher? . . .

*What do you read, my lord?*

*Words, words, words.*

Teacher reproving inattentive pupil . . .

*How is't with you,*

*That you do bend your eye on vacancy?*

A bad report card . . .

*When sorrows come, they come not single spies,*  
*But in battalions.*

Avoid ng's and sibilant s's . . .

*Mend your speech a little,*

*Lest it mar your fortunes.*

Time for a sabbatical leave . . .

*But mice and rats, and such small deer,*  
*Have been Tom's food for seven long year.*

Favorable report after oral examination . . .

*Her voice was ever soft,*

*Gentle, and low—an excellent thing in woman.*

Ah, sweet motivation . . . or doctrine of interest . . .

*To business that we love we rise betime,*  
*And go it with delight.*

As Ben Jonson said: "He was not of an age, but for all time."

JACOB A. ORNSTEIN

East Elmhurst J.H.S. 127, Queens

## PRESENTING SHERLOCK HOLMES

Baker Street Irregulars with a flair for the dramatic should be grateful for their felicitous positions in the city system. If they but consider for a moment, they will realize the richness of resources which a system such as ours offers for creative outlets in presenting Sherlock Holmes on the stage: student actors, school supplies and materials, accessible textbooks, school auditoriums, and captive audiences.

At our school the English 7 class was presented with the problem of what to put on for an assembly program. The students wanted to present a play, but were undecided as to the source material. We knew that *Julius Caesar* was being presented by the other senior class. The poems did not readily appeal to the boys as material for dramatization. However, in the overview of the syllabus, the class noted the enrichment unit at the end of the course, which provided for the study of several short stories if time permitted. One of the stories was A. Conan Doyle's "The



Adventure of the Red-Headed League." Enrichment indeed! What could be more enriching than the study, followed by the dramatization, of a fascinating Holmes mystery? After the teacher gave detailed plot outlines of the several short stories listed, the class was unanimous in its selection of "The Red-Headed League" for its assembly program.

The story having been read and discussed in class, the students agreed that the adaptation of the story into a play script should be a cooperative venture rather than the work of any single individual. As preparation for the script, the class realized that a lesson in the appreciation of the differences between the narrative form and the play would be necessary preliminary groundwork: hence the first of the values to be derived from our assembly project.

The boys were able to use their observations on movies which had been based on books. Their own experiential background enabled them to derive principles of what to leave out, transposition of scenes, dramatizing of episodes which were merely narrated in the story, telescoping of certain scenes, and the use of external traits to establish stage characterizations as quickly as possible.

The script having been developed and the roles cast, the teacher began work with committees on setting and costumes. What kind of clothes was worn in the late nineteenth century? Had the incandescent bulb been invented or used during this period? Such questions aroused the interest of the research committee, which eagerly busied itself with finding the answers. After the committees had been given a reasonable amount of time to gather data on background information, the teacher presented them with the *Life* article\* on the Sherlock Holmes Room, the outstanding exhibition of the Festival of Britain. Here the students found evidence to support or modify their visual conception of the most frequent setting of the Holmes adventures, the sitting room of the master detective, replete with such items as the dark lantern, Holmes's "unanswered correspondence transfixed by a jackknife into the very centre of his wooden mantelpiece," Watson's Afghanistan trophies, the acid-stained table, the boarding house china typical of the period, Holmes's velvet-lined chair, and numerous other articles. After the sets had been decided upon, sketches were made by one group of boys, while another group did the actual painting.

\* "Speaking of Pictures . . ." *Life*, July 7, 1952, pp. 6-7.

The outstanding ability of the stage painters provided one of the major contributions to the assembly production. Because of their planning and skill in executing the stage designs, the students were able to capture the warmth and almost preternatural quality of the famous—albeit fictional—Victorian sitting room.

VALUES. Through this study of the costumes and furniture of the period the class was able to derive a sense of continuity with the immediate past and to develop at least some degree of the historic sense.

The assembly presentation of "The Red-Headed League" was one of the most exciting and eagerly anticipated events of the school. While the play was not a complete success in the sense of being a polished theatrical production, it nevertheless contained many educational values which made it more than worth-while as a class project.

The colorful stage scenery, the token properties, and the strange story excited the audience's imagination at the very start. Many pupils were motivated to read the story itself after seeing the class presentation. Others who were already familiar with some of the classic Holmes adventures indicated a revived interest in those stories they had not yet read.

The literary interest which a play of this kind can generate has many ramifications. The aura surrounding Doyle's detective stories can very likely spread to other works by the same author, such as science fiction (*The Lost World*). Following this literary thread, the student may eventually find himself in a skein of Doyle's historical novels, which can create a general interest in this literary genre.

Besides, what better influence can counterattack some of the causes of rising juvenile delinquency than Doyle and his master sleuth? The master writer can be used as a bridge from the comic book to a type of story that has just as much action and excitement but which is executed with infinite artistry. Furthermore, juveniles can read Sherlock Holmes safely, without fear of corrupting or demoralizing influences.\* In his treatment—or non-treatment—of

\*With the exception of Holmes's dope addiction in the earlier stories, which can be omitted judiciously. It should be pointed out, however, that as Holmes's mind was occupied with more and more cases, this habit disappeared entirely.



sex, Doyle was the most ardent of Victorians. Neither will one find scenes of aggression for the sake of brutality *per se*.

In addition to action and excitement, one of the major appeals of the Sherlock Holmes stories to the slow or below-average student is the beauty and simplicity of logic found therein. Once the clues have been linked into a beautifully coherent chain of events, the whole mystery is as clear as can be expected. There are none of the overtones of the subtle and psychological (as one may find in such texts as *The Mystery and the Detective*). The stories can be enjoyed on the elementary level of exciting narrative, and as mental exercises in the exposition of pure logic.

One may ask, "Granted that Doyle has literary values, how can the Holmes stories be recommended as drama, when there is so much material available in play form already?" The answer lies in the fact that the Holmes narratives are superbly ideal for the stage, strange, mysterious, bizarre, yet—paradoxically enough—always plausible. There is material here to stir the imagination of adolescents as well as of adults. What a pleasure to be transported to a marvelous world of fantasy and reality mingled in one! Transferred to the stage, the stories have the added attractions of costume, setting, lights, and properties. The combination is one that must lead to unmistakable success, at least in the area of educational values to be derived from such a project, and possibly from a theatrically effective performance if the teacher has some material to work with.

**PLAYWRITING.** The pattern to be followed in adapting any one of the Holmes stories is a basically simple one. The introduction is always set in the Baker Street study. After a brief period of complaining by Holmes about the lack of any great criminal minds to challenge him, a visitor presents himself and commences to recount some baffling tale which calls for a solution. In adapting the story to the stage, the client's strange experiences must be presented and shown on the stage instead of being narrated by him as in the story. This is a simple application of one of the basic rules for dramatization. Then follows Holmes's visit to the scene of the crime, with some action leading to the solution. The final scene returns to the study with Holmes explaining to the startled Watson, in step-by-step fashion, how he solved the seemingly confusing mystery.

Some may contend that many of the stories offer serious obstacles to stage production: the closing-in press of *The Engineer's Thumb*, the snake in "The Speckled Band," the carriage with the hearse in another of the tales. But these so-called problems can be turned to profitable use by challenging students to solve them—especially students who are ingenious in working with their hands.

**ENRICHMENT.** All in all, the Sherlock Holmes production resulted in social outcomes as well as theatrical appreciation. The necessary cooperation of all departments in supplying properties, making available equipment for painting the sets, providing lighting and electricians, impressed the boys, on a small scale, with the interdependence of our society.

Many boys learned to respond to social pressures. Those student actors who had not learned their lines and who had embarrassed the rest of the cast on the performance day promised the teacher that never again would they be unprepared in memorization of lines. These promises were a direct result of student pressure, for the teacher never once scolded the students for not knowing their lines although teacher motivation had evidently failed on the positive side in this area.

If the boys become sufficiently enthusiastic after a production of this type, the teacher can suggest a Sherlock Holmes Club, devoted to building up a permanent property department and sets for the Holmes mysteries. The *Life* article mentioned above can be used to suggest items in starting the collection: the Persian slipper with the tobacco kept in the toe, the armchair, a fireplace "flat" and so on. The club could eventually develop a library collection of the Holmes adventures and evolve into a Doyle study group. The seeing of movies and plays based on the stories could be encouraged. Obviously, there is much material here for enrichment of the curriculum.

To return to the Baker Street Irregular with theatrical leanings, his ultimate aim could well be the establishment of a school stock company devoted to the stage presentation of the Holmes exploits.

PAUL GARRICK

Murray Hill V.H.S.



# ARCHAEOLOGY

Little children, do not look  
So bewildered—it's a *book*:

Covers on, and pictures, too—  
Even print to make it true!

Do not stare with indecision  
Since it isn't television.

Years ago, it can be said,  
By the millions they were read.

Every home contained a few  
Which the children used to view.

Now the boys and girls are seen  
At the television screen;

Blessed with wisdom from the wise,  
Learned through television eyes;

Growing up to manhood's part  
Via the commercial's art . . .

But, if you should ever be  
Drenched with curiosity,

You can see some books today  
In museums on display.

There, secure and guarded fast,  
Are the relics of the past;

Showing that we know much more  
Than barbarians before.

Children, take another look:  
Don't be frightened—it's a book.

## A PLAN FOR HONOR-CLASS STUDY OF IDYLLS OF THE KING

### Part I

- Visit: 1. THE CLOISTERS, a museum devoted to the art of the Middle Ages  
2. THE METROPOLITAN MUSEUM OF ART for its mediaeval collection

- Read: 1. The article "Chivalry" in the ENCYCLOPEDIA OF SOCIAL SCIENCES. (The bibliography at the end of this article will refer you to some of the original sources of the Arthurian legends, which some of you may need for your project in Part II.)

2. In addition to the above article, read any *one* of the books listed below:

Davis, W. S.—*Life on a Mediaeval Barony*

Echols, U. W.—*Knights of Charlemagne*

De Boun, Robert—*Joseph of Arimathea*

*Merlin*

*Perceval*

Robinson, E. A.—*Tristram*

*Merlin*

*Lancelot*

Swinburne, A.—*Guinevere*

Tappan, C. M.—*When Knights Were Bold*

Twain, Mark—*Connecticut Yankee in King Arthur's Court*

Pyle, Howard—*Story of King Arthur (Arthurian Legends)*

Costain, Thomas—*Silver Chalice*

3. If you prefer you may substitute hearing and/or seeing the opera PARSIFAL or the opera TRISTAN AND ISOLDE for the books listed above.

Write: Study the Code of Chivalry as enunciated in GUINEVERE. How much of it is valid for our age? What would you add or subtract for your own private code of living today? State your private Credo. (Cf. THIS I BELIEVE, Edward Murrow.)



## Part II

Choose *one* of the options listed below for further study in IDYLLS.

1. Word pictures in IDYLLS OF THE KING: Select pictures which describe moods, seasons, weather, etc., deepening the emotional effects of the poem. Illustrate some of these with pictures—original, magazine illustrations, or abstracts.
2. An anthology of comparisons, expressed or implied, in IDYLLS: Show that these (a) are unexpected and fresh in concept; (b) add beauty or vitality to the passage.
3. Symbols and allegory in IDYLLS OF THE KING: (a) the whole series; (b) The Holy Grail; (c) Gareth and Lynette; (d) The Lady of the Lake; (e) The Three Queens; (f) Merlin; (g) Arthur; (h) etc. N.B.: Everything does not necessarily fit in—the allegorical meaning may appear only at intervals in passages which seem to require allegorical interpretation.
4. Write an original, modern interpretation of an Idyll using the material of the Arthurian legend, but the culture and attitudes of today.
5. Collect all the legends you can find concerning *one* of the following: Gawaine, Merlin, Perceval, Galahad, Lancelot, Tristram, or another character from the Arthurian legends. Make up a book of retellings of these tales as though you were writing a book for children (ages 9-12). Illustrate if you can.
6. Draw a series of illustrations which might illustrate a new edition of IDYLLS OF THE KING.
7. Dress dolls or figures in costumes appropriate to the times portrayed in IDYLLS OF THE KING.
8. Build or construct some item or scene which is described in IDYLLS OF THE KING or which is appropriate to the times portrayed.

AMELIA H. WEXLER

Far Rockaway High School

## REMEDIAL ENGLISH AS A VOLUNTARY ACTIVITY

*"This here grammar stuff is boring."*

Such is the echo that reverberates throughout a classroom when students are asked whether they would like to have special help in technical English, particularly after school. Yet, several months ago, I began a remedial program for my own pupils in four third year classes. The results have been excellent pedagogically and psychologically.

After completing a six-week unit in technical skills, I suggested that those boys and girls who felt that they were deficient in certain aspects of technique come once a week after school for extra help. To my surprise, there were a few volunteers—but not enough. I spoke privately with those who needed added instruction, pointing out that literate writing is an essential factor in our daily lives, in college, and in vocational endeavor. On Open School Night, I enlisted the cooperation of certain parents. Finally, I asked a few top-notch students (all girls) to serve as my assistants in this enterprise, which was to be conducted each Tuesday afternoon for a full period or two. Thus, with pupil assistance, personal persuasion and parental cooperation, a remedial English class was formed consisting mostly of "enlisted men" and a few "draftees" (all boys).

**READY, WILLING, BUT UNABLE.** At the first session fourteen boys appeared, ready, willing, but unable. By the time the fourth session rolled around, there were seventeen and that was the magic number. Each student, upon entering the class, wrote a diagnostic composition, even though I had diagnosed their weaknesses previously. A study of these papers confirmed my original discoveries. All wrote poorly, but the specific division was as follows: seven weak in spelling, four in sentence structure, three in grammar, and two in general usage. One boy, an illiterate, was a clinical problem.

At each session I divided the class into several groups, each group meeting in a different corner of the room. One pupil assistant worked with those who needed instruction in grammar; another helped those who were deficient in sentence structure; still another was in charge of the "punctuation corner." The mate-



rials used were the text *Using English*, the pupils' diagnostic compositions, and my own notes. In addition to my work as over-all supervisor and guide, I was the spelling authority. As soon as a student sufficiently mastered the "basics" of one phase of work, he would move right on to another group. This type of rotation prevented boredom by offering variety.

**ANCHORS AWEIGH.** The end of the fall term revealed two major results. First, more than half of the pupils acquired a working knowledge of the basic concepts of technique. Two pupils needed more instruction in sentence structure, three in grammar and usage, and two in spelling. Secondly, a "socialization of the recitation" was evident. Studying in different groups with classmates having similar problems gave the boys a better understanding of their own problems. No longer was anyone conscious of his deficiencies. The often mentioned "we" feeling was produced, and a willingness—even eagerness—to learn was stimulated. The students slowly began to regard Remedial English as a club rather than as a help class. They actually looked forward to coming once a week, and some even suggested that meetings be held twice a week. The students enjoyed learning in an informal, congenial atmosphere.

Until this writing, there have been no drop-outs. As a matter of fact, there may be some new "recruits." Attendance has been good, with few or no absentees each time. The next term will undoubtedly bring more permanent and conclusive results. By its end all seventeen boys should have further improved their writing skills, as well as their marks.

It is my hope that, in the future, my Remedial English group will not be limited only to my own classes but will also expand to include other English classes in the school. The initial voyage has been taken successfully on the ocean of literacy.

"Say, this grammar is pretty interesting."

PHILIP EISMAN

Fort Hamilton High School

## Book Reviews

**LANGUAGE POWER FOR YOUTH.** By Cleveland A. Thomas. Appleton-Century-Crofts, 1955; 269 pages, including index.

**COMMUNICATION, THE MIRACLE OF SHARED LIVING.** By Dora V. Smith. Macmillan, 1955; \$2.50; 105 pages.

Though English syllabi change through the years, dropping some areas and adding others, there is one task that remains the core: the teaching of communication. These two new books are both concerned with the teaching of communication, but the approaches are different. Cleveland Thomas' book presents practical suggestions for handling a specific area in language instruction: semantics. Dora Smith's book sets down basic principles that should underlie a sound English program.

If we can judge by the increase in the number of professional articles, there is an ever-growing awareness of the dynamics of language, of the applications of semantics to the teaching of English. *Language Power for Youth* fills a real need.

Dr. Thomas states as his purpose "to attempt to show teachers in specific detail how secondary-school students may be led to the ability to express their own meanings more exactly and to comprehend the meanings of others more accurately." This is basic in the study of semantics; it is basic in the teaching of English.

The book is practical. It describes in detail many procedures successfully used in classrooms in all sections of the country. A handy numbering system enables the reader to check sources if he wishes. The book considers such problems as context, abstract words, symbols, and increasing vocabulary power through metaphor.

Between descriptions of procedures the author has included his own interpretative and summarizing contents. The book is thus a handy introduction to semantics as well as a teaching guide. An annotated bibliography of articles and books and a list of contributors round out the book.

*Communication, the Miracle of Shared Living* ranges the whole field of communication and language instruction and sets down broad principles that ought to guide teachers of English. Like a good teacher, Dr. Smith sets forth her views in readable prose with a host of illustrations and anecdotes. In the process she talks about reading, grammar, mass media, semantics, comic books, and listening. She reminds us again that sharing experience through language is indeed a miracle and that it is the English teacher's prime responsibility to enrich the sharing.

Among the anecdotes Dr. Smith tells a little gem that admirably sets the tone of her book.

Recently a little Japanese girl spent a year in an elementary school in this country. At Christmas time her American classmates sent a package to her school in Tokyo. They decided to write a letter to accompany it. When Reiko was asked whether she wished to add a line, this is what she wrote:

"The boys and girls in America sound funny when they talk. We have to read in English, too. But they laugh and cry and play in Japanese."

HENRY I. CHRIST

Andrew Jackson High School



TO MY BROTHERS EVERYWHERE. By Elias Lieberman. New York: E. P. Dutton and Company, Inc., 1954, pp. 96, \$2.75.

Former Associate Superintendent Lieberman's fourth book of verse proves that his heart and mind are still in the right place. Only one offering in this volume is inconsistent with the others. "Obscure Design" (page 21) lacks resignation to the will of God; all the others have at least the saving grace of humor or hopefulness.

In harrowing hours, when attitude seems the only norm and whim's the winner—when truth is treated as an option and free-thought and thought-free are interchangeable—it's reassuring to meet an apostle of absolutes. Dr. Lieberman believes—God love him—in certain things with certainty. He realizes that the certainty of uncertainty—the paradox of our age of anxiety—is the most fatuous of absolutes: it is being absolutely certain that nothing is certain.

Unfortunately, the first is the worst verse in the book. "To My Brothers Everywhere" is derivative and obvious. Fortunately, the closing sonnet "Bad Boy" is probably the best poem in the volume. The content of "Bad Boy" is convincing. Wisdom, charity, learning, hope, faith, and love inform the lines, except the last line with its Emersonian "sophist's art." All the strengths—exclusive of humor—and all the limitations of Lieberman's technique show themselves in this final sonnet. As a distiller of reality, he is more than adequate. But as a literary musician, his scope is small and his interpretation, routine.

RICHARD L. LOUGHLIN

Chelsea Vocational High School



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# HIGH POINTS

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The contents of HIGH POINTS are indexed in THE EDUCATION INDEX, which is on file in libraries.

## Liberal Arts as Training for Business\*

FREDERIC E. PAMP, JR.

It is not hard to predict that the practice of management will be profoundly affected by the rapidly approaching forces of automation and statistical decision making.

Any company with a decent regard for its survival must be trying to forecast the terms of those forces, for it must recruit and promote today the executives who will be running the company tomorrow. Can we write the job description for a vice president of X Manufacturing Company for 1965, or 1975? What will he have to know? What new skills, what new sensitivities will he have to possess to deal successfully with the new elements in management and (what is perhaps more important) the new combinations of old elements?

There have been enough changes just since the end of World War II to make the job grow alarmingly. These changes have in fact been largely responsible for the feverish attention that has been paid to management development in recent years. As Frederick Lewis Allen describes the complicated nature of present executive requirements:

*"The corporation executive today must be the captain of a smooth-working team of people who can decide whether the time has come to build a new polymerization plant, what the answer is to the unsatisfactory employee relations in a given unit of the business, how to cope with a new government regulation, how to achieve a mutually respectful understanding with union representatives and what position to take on price increases in order to maintain the good will of the public. In short, he is confronted with so many questions which require knowledge, intellectual subtlety, political insight and human flexibility that he desperately needs a mental equipment of the sort that the old-time tycoon could do without."*<sup>1</sup>

### New Demands

Up to now most of the increased demands on management have been quantitative. An executive has had to know more about engineering, about accounting, about his industry, about the posi-

\*Reprinted from the *Harvard Business Review*.

<sup>1</sup>"What Have We Got Here?" *Life*, January 5, 1953, p. 50.



tion of his company in the industry, about society and the world around him—all to the end of better control of masses of data and information, and better decision making on the basis of such material.

Now we are faced with the fact that many of the quantitative aspects of the executive's job are going to recede into the innards of a computer. Thus, in one company, dozens of clerks used to work laborious days on their slide rules to provide data for what were no more than calculated guesses, on top of which management built a whole pyramid of deliberate decisions. A computer can now take readings of the whole spectrum of data at any time desired, give the relevant figures their proper weights, and come up with production schedules, orders for materials, and financial budgets to ensure maximum efficiency of operation.<sup>2</sup>

Nevertheless, the executive is not likely to join the ranks of the technologically unemployed, just because he will have shucked off many of the problems on which he formerly exercised his executive judgment and "feel." It is inevitable that new problems will crowd in to take the place of the old ones. And, in other than quantitative judgments, a new standard of accuracy and precision will be called for to match the level of accuracy displayed by the computer. A small fable for executives was played out before millions on television at the last election, when the computer performed faultlessly on faulty data and came out blandly with answers that could have ruined a company if they had concerned a gamble on marketing or capital investment.

In any event, the competitive edge acquired by one company by acquisition of a computer will not last long in any industry. Sooner or later all companies will be returned to the equilibrium defined recently by Albert J. Nickerson, Vice President and Director of Foreign Trade, Socony-Vacuum Oil Company:

*"If one competitor has a material advantage today it—or a workable counterpart—is likely soon to become common property. An enterprise must rely for survival and progress on the personal qualifications of those who make up its ranks and direct its destinies."*<sup>3</sup>

<sup>2</sup> See Roddy F. Osborn, "GE and UNIVAC: Harnessing the High-Speed Computer," *Harvard Business Review*, July-August, 1954, p. 99.  
<sup>3</sup> "Climbing the Managerial Ladder," *Saturday Review of Literature*, November 21, 1953, p. 38.

## Qualities Needed

Management development has already shaken down from an early concentration on executive manning charts and development of logical succession to key jobs, through a period of sorties into specialized training groups, to a generally accepted set of principles for assessment and development of the candidate on the job under realistic standards of performance. All this prepares for the job as it has shaped up in the past decade and as it exists today (as military staffs are always alleged to prepare for the last war). It is time for the focus to shift again—to the building of the kind of executive quality which will be at a premium tomorrow.

Straight-line extension of the norm that has led the company this far will not necessarily suffice to lead it in the future. Top management cannot expect to pick its succession exactly in its own image and get away with it. Neither is it enough to take the pattern of executive personality that has succeeded in one company (or a thousand) under present conditions. The first question a company must now begin to ask of its candidates for executive responsibility is: "What can you do that a computer can't?"

In more and more companies, the decisive factor is going to be the breadth and depth of executive judgment. As vast areas of what used to be decision making become subject to mechanical computations which are all equally correct in all companies, the edge will be won by the company whose executives do a better job of handling the qualitative factors which remain after the measurable factors have been taken out, and then of putting all the pieces together into a single, dynamic whole—what Peter Drucker calls "seeing a business as a whole in conceptual synthesis."<sup>4</sup>

**BREADTH OF JUDGMENT.** On one point all authorities have agreed. Narrow specialization is not enough; this is already responsible for most of the inability of middle management executives to be considered for promotion. John L. McCaffrey, President of International Harvester Company, puts it this way:

*"... the world of the specialist is a narrow one and it tends to produce narrow human beings. The specialist usually does*

<sup>4</sup> Peter F. Drucker, *The Practice of Management* (New York, Harper & Brothers, 1954), p. 105.



*not see over-all effects on the business and so he tends to judge the good and evil, right and wrong, by the sole standard of his own specialty.*

*"This narrowness of view, this judgment of all events by the peculiar standards of his own specialty, is the curse of the specialist from the standpoint of top management consideration for advancement. Except in unusual cases, it tends to put a road-block ahead of him after he reaches a certain level."*<sup>3</sup>

Thus, there has been a growing call for "breadth" in educational preparation for management, and a surprising degree of agreement on the need for more *liberal arts* in colleges.

Educators, especially those in state-supported colleges, may be forgiven a certain bewilderment if, after bending every effort—and many curricula—to answer insistent demands from business for more and more specialty and vocational courses on all levels, they are now abused for turning out graduates unprepared for the full scope of executive action in management for today, much less for tomorrow. They have responded by pointing out that the company recruiters still come to the colleges with many more demands for technicians than for liberal arts graduates.

Action has been taken to bring educators in the liberal arts and business executives together to discuss the desirable objectives of education for management. A new respect is developing on the part of businessmen for the standards which the privately endowed, liberal arts colleges have been defending for many years. Agreement on ends and, to some extent, on curricular means to these ends has been worked out in conferences such as those held by the College English Association at Amherst in 1952, at the Corning Glass Center in 1953, at Michigan State University and the Kellogg Center in East Lansing in 1954, and the most recent one sponsored by General Electric at Schenectady this spring.

Viewed in these terms many subjects and disciplines can lay claim to a role in education for management. It is obvious that wider subject matter, more courses about more things in the contemporary world, will give the student more breadth.

**DEPTH OF JUDGMENT.** But it is also apparent that in a day when the executive will be able to dial the electronic reference

<sup>3</sup> *Fortune*, September 1953, p. 129.

library and get all the facts about all the subjects he wants, mere accretion of facts will not warrant his putting in the time to prepare merely to know more facts. The call is for more than "breadth" alone; it is for the ability to move surely and with confidence on unfamiliar ground, to perceive central elements in situations and see how their consequences fall into line in many dimensions. Tomorrow's executive must be able to move surely from policy to action in situations that will be different from anything any generation has experienced before.

There have been developments in traditional educational disciplines within the liberal arts which, much to the surprise of those closest to them, will very likely turn out to be far more important to educational preparation for management than many of the flashy subjects that have seemingly been set up to serve business' needs exclusively. The study of the *humanities*—of literature, art, and philosophy, and of the critical terms that these disciplines use to assess the world—is startling more pertinent and practical than the "practical" vocational preparation.

Executives should know that recent graduates in the humanities have had a much different experience from those who went through our better colleges ten years ago. They have experienced a much more closely disciplined course in the examination of literature and creative works—of the objectives and the tissue of meanings and symbols which make up the over-all theme of the writing or the painting or the composition, or other form of creative work.

These disciplines have of course other axes to grind than preparing executives to fill job descriptions. They are elements in our civilization which give it life beyond any technologies or economic systems. The arts, education, and management all serve a higher purpose, and business will do society no good if it demands, as do some business leaders, that education serve business directly and solely. That would be the same as insisting that a corporation be restricted only to working capital and forbidden to raise long-term funds.

But the very fact that the humanities serve a larger need than management training is one of the main reasons why they are so valuable for that purpose.



## The Executive's Job

At first glance, the importance of training in these fields hitherto considered peripheral, if not downright irrelevant, to management may be difficult to see. The contribution of the physical sciences is obvious. Also, at long last, we have come to appreciate the significance of the social sciences, which appear to relate directly to business both because of their content and because of their disciplines. It is obvious that an executive must be able to interpret the social and political environment in which his company operates. Further, he must be familiar with as much of the growing body of knowledge of human behavior as possible. But the liberal arts have always been considered remote from the practical hurly-burly of daily decision making.

To demonstrate that precisely the reverse is true, let us examine the disciplines within which the executive moves. In so doing, we may alter our ideas of his job as it has traditionally been regarded, and bring into focus the parallels between the disciplines of the liberal arts and the disciplines of management.

If we analyze the central activity of the executive, his *process of decision*, we can see three kinds of disciplines which prepare directly for the skills and qualities needed:

(1) The executive must distinguish and define the possible lines of action among which a choice can be made. This requires imagination, the ability to catch at ideas, shape them into concrete form, and present them in terms appropriate to the problem.

(2) He must analyze the consequences of taking each line of action. Here the computer and operations research techniques can do much, but the executive must set the framework for the problems from his experience and imagination, and work with his own sensitivity and knowledge in the area of human beings where statistics and scientific prediction are highly fallible guides.

(3) Then in the decision he must have the grasp to know its implications in all areas of an organism which is itself far from being absolutely predictable: the company, the market, the economy, and the society.

BEYOND SCIENCE. Most executives act on the basis of a definite hypothesis about the nature of business, much as a scientist acts on a hypothesis about the universe. However, many of the elements subconsciously admitted to such a hypothesis are likely to be wrongheaded prejudices based on insufficient data. Indeed, one of the biggest contributions of operations research has been in identifying all the various factors that are involved and in establishing their net weighted relationships. The fact remains that a good proportion of business decisions have been proved pragmatically valid, to judge by the success of American management to date; and this casts real doubt on whether business is quite as "scientific" as many businessmen would like to think.

There has been a good deal of questioning for some time among more thoughtful management authorities whether management is or can be (or even ought to be) considered a science. James Worthy pointed out recently:

*"One of the serious stumbling blocks to effective human organization is a deep-seated attitude of mind characteristic of our times. The physical scientist and the engineer have exercised a profound influence, not only on the outward aspects of modern life, but on our inward thought processes as well. . . . The transference of their mode of thought to a field for which it was never designed has badly distorted our apprehension of our problems and seriously misdirected our efforts to deal with them. . . . All our thinking about organization displays a strongly mechanical turn of mind. . . . The nature of human organization cannot be properly apprehended in terms of mechanistic concepts."*<sup>6</sup>

This question is important because of the possibility that much of top management's dissatisfaction with the executives available for promotion today has resulted from the educational and training assumption that management is a science or, worse, a collection of techniques, and can be prepared for in those terms alone.

There is the correlative danger that attempts to make management a science and only a science will destroy its essential nature and vigor in the American system. Peter F. Drucker makes this point:

<sup>6</sup> "Freedom Within American Enterprise," *Advanced Management*, June 1954, p. 5.



"... management can never be an exact science. True, the work of a manager can be systematically analyzed and classified; there are, in other words, distinct professional features and a scientific aspect to management. Nor is managing a business just a matter of hunch or native ability; its elements and requirements can be analyzed, can be organized systematically, can be learned by anyone with normal human endowment.

"... And yet the ultimate test of management is business performance. Achievement rather than knowledge remains, of necessity, both proof and aim. Management, in other words, is a practice, rather than a science or profession, though containing elements of both. No greater damage could be done to our economy or to our society than to attempt to 'professionalize' management by 'licensing' managers, for instance, or by limiting access to management to people with a special academic degree.

"And any serious attempt to make management 'scientific' or a 'profession' is bound to lead to the attempt to eliminate those 'disturbing nuisances,' the 'unpredictabilities' of business life—its risks, its ups and downs, its 'wasteful competition,' the 'irrational choices' of the consumer—and, in the process, the economy's freedom and its ability to grow."<sup>7</sup>

There is an implication here that even if management were not faced with the great changes that are upon us, it would be essential to educate executives for the future who know how to ask impolite questions of the categories of science, just so as to avoid the danger that management as a body of knowledge will freeze into dangerously rigid controls on the whole enterprise system.

It is perhaps the most striking fact about the new techniques of management that when they have developed fully, we shall know much better how far the writ of science runs in management; we shall know how far beyond science a man must go to practice management.

ADDED DIMENSIONS. I do not mean to deny that management needs a strong measure of scientific ability. But in organizing and systematizing education for the practice of management it

<sup>7</sup>Op. cit., pp. 9-10.

perhaps been forgotten that more dimensions of hypothesis and experience are involved than are available to science. The practice of management can repeat Hamlet's words of science today: "There are more things in heaven and earth, Horatio, than are dreamed of in your philosophy." The exclusively technical or scientific man is on a tennis court as compared to the generalist who has added dimensions more like those of a squash court available to him. The latter can get the ball of decision bouncing off more walls. Clarence Randall, President of Inland Steel, puts it thus::

"The weakness of technical education as a preparation for a business career . . . when it is not balanced by participation in liberal disciplines, is that it leaves in the mind of the student the impression that all problems are quantitative and that a solution will appear as soon as all the facts have been collected and the correct mathematical formula evolved. Would life were that simple! Unhappily, the mysteries of human behavior from which come our most complex modern problems do not lend themselves to quantitative analysis, and there is no mental slide-rule which can be distributed as a substitute for straight thinking."<sup>8</sup>

### Appropriate Disciplines

In view of all this, what can the humanities offer that is pertinent to the executive's job? For one thing, there is plenty of testimony that a common factor in executive success is the ability to express oneself in language. To illustrate:

There have been many examinations of the background of executives to discover the secrets of success, which have pointed to other than technical accomplishment. In the most recent of these, by Wald and Doty in this magazine, which is more an examination in depth than any that have gone before, it is clear that the literary aptitude of the 33 executives examined was high compared to the scientific. These executives also felt that English was one of the most useful subjects they could take in college to help them toward success.<sup>9</sup>

<sup>8</sup>Freedom's Faith (Boston, Little, Brown and Company, 1953), p. 90.  
<sup>9</sup>Robert M. Wald & Roy A. Doty, "The Top Executive—A Firsthand Profile," Harvard Business Review, July-August 1954, p. 45.



It is certainly true that the student in the humanities goes deeper into language, and must get more from it and do more with it. But to assume from this that language is only a tool is to stop far short of the possibilities.

Language is not only a tool; it is the person himself. He makes his language, but his language also makes him. "Speak that I may know thee" is the old saw. Any study of language that stops with "techniques of communication," that sees the relationship as one-directional, is stunting the student's growth as an individual. Thus the study of literature as communication only, and not also as experience, is short-changing the student. Study of literature for its own sake is an activity which widens and deepens the personality.

Arthur A. Houghton, Chairman of the Board of Corning Glass, poses the problem bluntly with his statement opening the College English Association Conference at Corning last year:

*"The executive does not deal with physical matters. He deals exclusively with ideas and with men. . . . He is a skilled and practical humanist."*

Human situations are controlling in a large proportion of business decisions. The executive, it is agreed, must be able to deal with these situations before all else. The instincts for plucking out the fullest implications and keys to human situations are not developed in technical courses of study, nor even in courses in human relations where the techniques pragmatically set the key for action.

There are numerical keys to situations, from accounting; there are quantitative keys, provided by operations research and other techniques drawn from the physical sciences; there are theoretical keys, such as those of Freudian analysis; and there are the keys of the social sciences, which claim to have no preconceptions or assumptions but which are guided by doctrines nonetheless. But none of these keys provides the executive with the ability to see situations as a whole after and above all the data that are available, to seize on the central elements and know where the entry of action can be made.

**ROLE OF CREATIVITY.** The fullest kind of training for this ability can actually be given by the practice of reading and analyzing literature and art. In his function the executive must

pretty much what a critic of literature must do, i.e., seize upon the key, the theme of the situation and the symbolic structure that gives it life. The executive must, moreover, create his object for himself, combining the ingredients of people and data. He must develop insight of an analytic, subjective kind—something he will never get in terms of pure science, for people and things in management situations just will not behave themselves with the admirable regularity and predictability of gases in a test tube!

The fact is, of course, that science itself has had to reconsider its assumptions about the nature of creative activity in its own field. In place of the mechanical concept of the mind as a computer patiently turning over the whole range of possible solutions one by one until it lights on the right one, explanation of scientific discovery now sound more and more like artistic or literary creation—much like John Livingston Lowes's description of how Coleridge inspiredly fused his whole range of experience and impression into "The Ancient Mariner."<sup>10</sup>

The creative element in management, as in the humanities, is developed by the disciplined imagination of a mind working in the widest range of dimensions possible. Some of those dimensions can be more precisely stated. As Clarence Randall has put it:

*"My job today is in the realm of ideas. If I must delegate, I must delegate the things that are physical; the things that are material. . . ."*<sup>11</sup>

Many others have agreed that the most valuable commodity in management is ideas. Yet those disciplines which explore ideas for their own sake, which treat ideas as having life and interaction of their own, have been set off by many as "impractical." Now that the range is widening for management problems, we shall do well to demand that the traditional disciplines, which have dealt in ideas as they interact, in situations as wide as the artist's view of life, become a major part of education for managers. The greater this range of resource for the minds of management, the more and better will be the ideas that emerge.

Because literature is the disciplined control and development of ideas, it deserves a prominent place in this educational plan. Furthermore, to deal with literature and the arts is to deal with

<sup>10</sup> John Livingston Lowes, *The Road to Xanadu* (Boston and New York, Houghton Mifflin Company, 1927).

<sup>11</sup> Walter Carson, Jr., "Looking Around: Management Training," *Harvard Business Review*, March-April, 1953, p. 144.



ideas not in the stripped and bloodless ways of science, but in the inclusive, pell-mell ways that experience comes to us in real life—ideas and practice all muddled up.

**THE NEED FOR ORDER.** Lyndall F. Urwick, in a lecture given a few years ago at the University of California, said:

*"What the student needs is a universe of discourse, a frame of reference, so that when he encounters the raw material of practical life his mind is a machine which can work fruitfully upon that material, refer his own practical experience, which must be extremely limited, to general principles, and so develop an attitude, a guiding philosophy, which will enable him to cope with the immense responsibilities of business leadership in the twentieth century."*

The executive's job, like life, is just one thing after another. The executive must be continually and instinctively making order and relation out of unrelated ideas—sorting, categorizing—to the end of action. The order he is able to impose on this mass of experience and the actions he initiates determine his success as an executive. He must find meanings for his company and his function, not only in control reports, balance sheets, market data, and forecasts, but also in human personalities, unpredictable human actions and reactions; and he must refer all to a scale of values. He must be prepared to answer the demand of the people who work for him: that their work contribute to the meaning of their lives. Without some awareness of the possibilities for meaning in human life he is not equipped for this central job of managing people. That awareness is a direct function of the humanities.

The key to the executive's situation and problem, then, is the fact and type of the network of meanings he must use and deal with. They are his stock in trade. He must remain aware of significance and meaning in the obvious: production rates, standards, absenteeism, and the rest. But today he must be acquiring more awarenesses to keep up. These can no longer be limited to the political and international. They are wider. Here the experience and criticism of the arts—especially literature—are direct preparation; for reading of this kind is above all a search for meanings.

the mind that leads this search in literature and art—the author, the artist, the composer—is the most sensitive and aware. The mind that follows—the reader, the listener, the viewer—is itself stretched in the process; it too is going to grow more alert and aware.

Meanings on the widest possible level feed perception on a narrower one. The executive whose experience of meanings is thus widened has a suppleness of perception on narrower problems which can key them to effectiveness and coordination with policies and objectives on up the scale of management.

It is only prudent, then, that the executive's preparation include participation (actual or vicarious) in the highest development of this process. Every novel and play and poem is an imposition of order in terms of human beings and of meaning in terms of a scale of values on the elements of experience that are found formless and pointless in any human experience. The terms by which this order is achieved over the whole scale of management action uses technology and science as tools, but it must have a sense of the whole and of values to be fully effective.

One of the most perceptive comments on the nature of the executive's job was made by Crawford H. Greenewalt, President of du Pont:

*"... The basic requirement of executive capacity is the ability to create a harmonious whole of what the academic world calls dissimilar disciplines."*<sup>12</sup>

This ability to see the whole of things is again a central function of the humanities. The sciences have flourished by acute concentration upon those elements of the universe that can be measured, but science itself will today admit that it is not a means to the knowledge of the whole of man or of the universe.

The whole of a play or a poem or a novel is the object of the studies of literature because the meaning and structure of each part of it make sense only in terms of the whole. Thus one can say that this feeling for completeness which must govern management even more in the future than it has in the past is directly served by the humanities.

<sup>12</sup>"We Are Going to Need More Executives," *Chemical and Engineering News*, May 25, 1953, p. 2173.



**THE SEARCH FOR VALUES.** Another, and perhaps the most important, aspect of the executive's job is the fact that he must operate in terms of values. Peter F. Drucker puts this at the center of the management job:

*Defining the situation always requires a decision on objectives, that is, on values and their relationship. It always requires a decision on the risk the manager is willing to run. It always, in other words, requires judgment and a deliberate choice between values.*<sup>13</sup>

Only in the humanities are values inextricable from the materials that are studied. The significance of this is pointed up by a comment in the Yale Report on General Education:

*"The arts are distinguished by the fact that their order already exists in the material studied. . . . The student who works with them learns to deal with intuitive symbolic ways of interpreting experience, ways which combine into one order the rational, the descriptive, and the evaluative."*<sup>14</sup>

If there is a better description of the basic elements of management decision than that last sentence, I have not seen it. Men who must deal with situations above all in terms of values must be prepared by being exposed to those disciplines which admit that they are the stuff of all human life. It is here too that the most obvious reason usually advanced for the advantage of the humanities to an executive gains a new significance. With this equipment he is more likely to have interests outside the business. Not only is he thus likely to be less feverishly possessive about his status in the company, but he has available a far more extensive range of values against which to set his relations with others in the company and the policies of the company itself as well (when he is in a position to set those policies).

The tendency on the part of some social scientists—and some professors of literature—to assert the relativity of values is now going out of academic style. Even the most coldly objective of them now agree that some assumption of at least a hierarchy of

<sup>13</sup> "On Making Decisions," *Dun's Review and Modern Industry*, August 1954, p. 27.

<sup>14</sup> *Report of the President's Committee on General Education*, mimeographed (New Haven, 1953), p. 15.

values is necessary for worthy social action. This concession is of course not enough. The humanities can themselves be explained as the attempt to work out values in the arts, in all the possible terms of human action. Just as every poem, novel, or play is a representation of a scale of values, and thus has a life independent of the society that produced it, so the most objective study of value systems must admit that there are values by which the value systems themselves can be judged. The difference can be simply stated: for the humanities the values are inextricably linked to the materials; the sciences and social sciences attempt to divorce the materials from the value patterns.

The attempt to make science and scientific disciplines paramount in education has been responsible for a good deal of the attempt to get along without values. "Detachment from value judgments" was for a time adopted by some of the teachers of the humanities in our colleges and universities. They are turning back today to admission and use of the peculiar element that distinguishes their disciplines—and the social sciences are showing signs of following them, insofar as they can.

Even under teachers who looked at them objectively and skeptically the humanities have been able to convey values. For one thing values and their kind of order are inextricably mixed up in their objects of study. Ralph Barton Perry puts it this way:

*"The humanities being defined relatively to the curriculum as those studies which inhuman teachers cannot completely dehumanize, literature and the arts possess an uncommonly stubborn humanity. Courses on literature, for example, are bound to present the literature. . . . The literature will speak for itself in a voice that is never wholly drowned by the hum of academic machinery. Studies accessory to literature, such as phonetics, grammar, linguistics, comparative philology, semantics, are easily dehumanized—more easily, perhaps than the physical or social sciences . . . but in courses on Sophocles, Dante, or Shakespeare, it is difficult wholly to counteract the effect of Sophocles, Dante, and Shakespeare. A course on the documentary technique of attribution, or the chemical technique of restoration, or the historical sources of style, or the administration of museums, though given by a department of fine arts, is easily dehumanized; but he who offers instruction*



on Titian, Velasquez, or Rembrandt must risk the chance that his students will see and enjoy Titian, Velasquez, or Rembrandt."<sup>15</sup>

Those disciplines in education which provide human and traditional perspective on the sciences and social sciences have always been of the highest importance in developing this ultimate management skill; they will become more important as time goes on, for, as President Nathan Pusey of Harvard has remarked, "The humanities draw things back together."

### Conclusion

The essence of the humanities, then, is meanings and value judgments on all levels. When they are well taught, they force the student to deal with things as a whole, with the gradations and expressions of meaning, worked out in terms of experience coordinated by values and communicated by the disciplined imagination of the artist or writer. These meanings, in a framework of fact, intellect, emotion, and social values, are pulled together in an essentially spiritual complex.

The key to management, and to the executives who make it up, is found in its very nature as an activity. It is easy to define management as a combination of resources, but the fact that the human resources in that combination are in a very special way unique is something that links the humanistic disciplines and management far more firmly than engineering links production to science. Peter F. Drucker puts it this way:

*"The enterprise cannot therefore be a mechanical assemblage of resources. To make an enterprise out of economic resources it is not enough to put them together in logical order and then throw the switch of capital. . . . What is needed is a transmutation of the resources. And this cannot come from an inanimate resource, such as capital. It requires management."*

*"But it is also clear that the 'resources' capable of enlargement can only be human resources. All other resources stand under the laws of mechanics; they can be better utilized or worse utilized, but they can never have an output greater than*

<sup>15</sup> *The Meaning of the Humanities* (Princeton, Princeton University Press, 1938), p. 38.

the sum of the inputs. On the contrary, the problem in putting nonhuman resources together is always to keep to a minimum the inevitable output-shrinkage through friction, etc. Man, alone of all the resources available to man, can grow and develop. Only . . . the directed, focused, united effort of free human beings can produce a real whole . . . that is greater than the sum of its parts [which] has since Plato's day been the definition of the 'Good Society'." <sup>16</sup>

Participation as a student in the poetic process of turning vision to rhetoric is parallel basically to the central problem of the executive, when he works to get policy and company goals into action, integrating plans and objectifying them. And executive action in its own way is no less an art.

**NEW SYNTHESIS.** There are levels of organization in intellectual disciplines as well as in people. On the level of composition, rhetoric, and communication the humanities offer useful tools for the technician in business. But there also are higher levels of organization and integration in work of literary art, which correspond to the integrated personality for which management is looking. Only by exposure to these can we hope to get the character which is essentially the organization of the personality on the highest level of values.

To neglect the humanities in education is to accept the doctrine of the educationalists as set by John Dewey: "The educational process has no end beyond itself." Management has already discovered that the corporation cannot long exist if it has no end beyond itself. It has now seen its error in giving education the impression that the end of education should be the service of the technical needs of business. There is a new synthesis now in the making through which the true ends of both can best be served. It remains only for management to put it into effect.

Businessmen can of course do the obvious, such as recruiting liberal arts graduates on an equal footing with engineers and technicians. But they can do more. They can ask impolite questions of those who teach the humanities. Do they as teachers produce clarifications of value judgments in their students? Are the students compelled to wrestle with values, as real things or as if they

<sup>16</sup> *The Practice of Management*, p. 12.



were real? Are they driven to see situations as a whole and to analyze them with all the elements in their experience, including their moral values? Businessmen can make it known that their standards for education are not merely technical or specialized. They can thus deeply affect educational policy to the benefit of management and American society.

A realization of these facts can also affect the atmosphere in which potential executives are trained on the job. The procedures which now devote the potential executive's most imaginative years to apprenticeship to figures and techniques can perhaps be changed to take advantage of the stimulated imagination, the taste for general ideas with which the graduate emerges from college, without losing the advantages of buckling down to work and getting a responsible job done. Multiple management no doubt owes a good deal of its success in the many companies using it to its ability thus to harness the most creative elements in the thinking of younger men. There are other ways of working out plans that will tap the liberating qualities of study of the humanities which will not interfere with the necessity for technical training. They should be investigated.

The humanities in the colleges are now struggling to put the pieces of the specialties back together again in order to make the integrated men that management can best use. If they get the sort of direct support already given by Corning Glass Works, General Motors, and General Electric as expressed in their sponsorship of the College English Association's conferences, and in the research projected by that organization, these disciplines can prove the most valuable single resource available for the management of the future.

#### REFLECTIONS

1. Nowadays the bonds of matrimony can be better sealed with blue-chip stocks.
2. People who go into Wall Street on a shoestring cannot expect to come out well heeled.
3. The greater the horsepower of a car, the more horse sense a driver should use.
4. Many plans to lessen juvenile delinquency have been proposed. How about trying a new switch for a change?
5. A hastily cooked pudding often results in a slow heartburn.

Contributed by Joseph Schreff

## Why Italian?

ANTHONY NAVARRA  
Olinville Junior High School

Libraries have been written on the contributions of Italy to western culture. That Dante summarized an age in matchless poetry, that Petrarch fathered modern lyrical verse, that Boccaccio created the short story, that the Italian humanists preserved classical literature, that Italian universities trained innumerable European scholars, that modern science and opera received their greatest impetus from Italy, all this is the patrimony of educated men and women everywhere.

WHY PUPILS DON'T STUDY ITALIAN. Why, then, one may ask, if Italian has given such a fund of knowledge to the West, is not Italian more widely requested by our students? Why is registration overwhelmingly limited to pupils of Italian origin? In the United States, the success of things Italian is striking. Italian films, literature, and songs are but three media that have given pleasure to countless Americans. The number of American writers in Italy, the war novels both by Italian and American authors have done much to stimulate interest in Italy. Why, then, does not the enrollment in Italian courses proportionately increase.

In part this relative disregard may result from a general feeling that Italian studies are of provincial concern to Italian pupils. Italian is not studied by Italo-Americans for the same reasons that French or Spanish are studied. Because of historical factors, French has always ranked first as a language choice among Americans. The place France has occupied in modern times, her intellectual and political ties with us since the inception of our life as an independent nation, have always fostered the importance of French in our curricula. Spanish, belatedly to be sure, has acquired a just rank and importance.

WHY PUPILS DO STUDY ITALIAN. On the other hand, why do Italo-Americans study Italian? In answer to the question "Why did you choose Italian as your foreign language?" they give various reasons. Many assert that such study will enrich their family life in some way. Sometimes, Italian is identified with a



loved grandparent, relative, or friend. Some express a desire to appreciate their backgrounds better. A handful adduce their intention to travel in Italy as a reason. Others say that they are obeying a parent's wish. In the main, they choose Italian because of feelings of in-group pride and kinship with the language of their ancestors.

In my experience, only a small number of those who choose Italian as a foreign language have ever been of non-Italian origin. Individuals in this group proffer various reasons for electing Italian. One wants to be a singer. A few, children of mixed marriages, submit to the pressures or wishes of one of the parents. One states that, because he lives in an Italian section, he wants to learn the language of his neighbors. Seldom is the motive impelling the child to study Italian a true awareness of the cultural significance of Italian. The reason for this is not hard to fathom. It is that there is no appreciable insight in our society into the real nature of Italy's vast practical achievements.

**NEGLECTED HERITAGE.** Many educators will readily grant Italian a place in the curriculum on the basis of its being a cultural language, useful in reference to music and art. However, not too commonly understood is the pragmatic nature of many of Italy's contributions to our civilization. In Mazzini's espousal of the brotherhood of man, in the realism of Italian scientists from Galileo to Fermi, in the explorations of Marco Polo, Columbus, and Cabot, we see the enduring and practical character of these contributions.

Contemporary research has brought to light valuable information about the quality of Italian immigration to our shores before the Civil War. The significance of Mazzei and Vigo to our early American heritage ought to be more widely understood. The efforts of a Tonti, co-founder of Detroit, and a Busti, who planned the city of Buffalo, merit larger recognition.

The wider study of Italian would be one way to reveal and emphasize these achievements. Is there any doubt that a nation which has been built by the combined efforts of many ethnic groups could profit by the greater appreciation and knowledge of the contributions of all of its groups?

## Our Stake in Education\*

B. BREWSTER JENNINGS

I should like first to associate myself with the sentiments expressed in the presentation of the scroll to Dr. Jansen and to add my own voice to the many who have already praised his services to education and his valuable assistance to the petroleum industry.

As you all know, I am not an educator. Yet after spending my entire working life in the oil industry, I find myself and, in fact, the whole of my industry necessarily more and more involved in education. The oil industry is deeply interested in education for two primary reasons: First, it takes educated people to operate our industry — an unusually high proportion of highly educated people. Secondly, it takes an educated public to understand the operations of the oil industry and more particularly the kind of society and economy in which the industry can most effectively operate.

A number of oil companies, including the company with which I am associated, operate in all or most of the principal branches of the industry. We regard these as being, first, the production branch which embraces everything to do with the finding and producing of crude oil. Second, the manufacturing branch in which the crude oil is processed to yield the many oil products required by society. Next is transportation, which includes both movement of crude oil from wells to refineries and then products from refineries to markets. Fourth, the branch of which most of you are particularly conscious, namely marketing, where we finally provide to the consumers the products they need.

As you can readily surmise, these four major branches of the oil industry require varied skills and thorough education in a wide variety of subjects. I doubt whether any of the other large industries have such a variety of skills among their personnel as we have in the oil industry. All of the engineering branches are represented in a big way. Several types of mechanical, electrical, and, more recently, electronic engineers are required. We need many chemists and many physicists. We need accountants, ex-

\*From a talk by B. Brewster Jennings, President, Socony-Vacuum Oil Company, Inc., at the Oil Industry Information Committee Luncheon for Secondary School Principals of Greater New York.



perts in the various fields of finance, and, of course, we have literally thousands of men and women with Bachelor of Arts degrees. Some of you may be surprised to hear that in our world-wide operations a company such as Socony-Vacuum finds it necessary to employ a substantial number of Doctors of Medicine.

Oil companies manifest a strong interest in education in many ways — through scholarships, fellowships, grants to educational institutions, tours through their installations for teachers and students, talks to educators and pupils, and more recently through the activity that relates most directly to this meeting, the O.I.I.C.'s school program which you have heard discussed today.

The success this program has attained is undoubtedly due to the very active participation of you educators in developing it. Teaching is a very specialized business and requires very definite talents and skills.

I am reminded of a conversation I had some years ago with a schoolmate of mine who went into the teaching profession. The topic had to do with advantages or disadvantages of exposing school or college classes to talks from businessmen. My friend had no reluctance in complimenting businessmen generally on their knowledge and ability in their particular fields. Nevertheless, he had grave reservations about the benefit that might accrue to his students by exposure to any of us in the way contemplated. This is because he had yet to meet a businessman who could effectively employ a 45-minute lecture period before a roomful of students. The businessman would either say everything he had to say in about 15 minutes or would only begin to be started on his discourse when the time was up. I realized then that the ability to deliver an interesting and properly developed lecture in precisely the time available to the teacher represents a very definite skill which most of us in business lack. I am, therefore, most sincere when I express to you the gratitude of the Oil Industry Information Committee for your help in the successful development of this educational program.

You gathered here today are generally familiar with the detailed workings of this O.I.I.C.'s school program. Therefore, except for expressing the hope that the program will continue to serve a useful purpose both to teachers and their students, I shall not talk about it in any detail.

## OUR STAKE IN EDUCATION

Earlier I referred to the interest which the oil industry has in education and which arises in part because of our need for educated people in our companies and in part because of our desire for an educated society in which to operate. Though not an expert in this matter of education, I read so much in the press and hear so much from my school and college friends about the problems which beset the educational system that I cannot help being somewhat concerned about the situation. There is without doubt a severe shortage of teaching plant. The schools and colleges of our country have insufficient classrooms to accommodate their students. There is insufficient housing to accommodate students at the universities. But, worst of all, there is a shortage of competent teachers. With the increasing birth rates, it is inevitable that the population of our schools and colleges, for the next several years anyway, will be increasing at a rate faster than the population as a whole. In other words, unless we undertake a substantially accelerated program of school construction and teacher recruitment, the serious shortages of today will become more serious a few years hence.

So far as the physical problem of school and university construction is concerned, it would seem to be manageable, assuming one thing, namely that the people as a whole and in the individual communities realize its importance and authorize the necessary steps for additional construction.

It seems to me the second part of the problem is much the more serious. Certainly there is no use in building classrooms if an inadequate number of teachers are going to have to work double shifts to teach the students in those classrooms. No amounts of bricks and mortar can by themselves educate young men and women. A truly essential ingredient in a national educational program is an adequate corps of competent and devoted teachers.

The United States is a country in which, so far anyway, regimentation has been abhorred. We continue to believe that it is not only morally right but advantageous to society as a whole that each of us should have freedom of choice as to the life careers we individually select. I am sure that there is no disposition to modify this basic philosophy of many years' standing, and yet if in the future we are to have enough of our men and women



select careers in the profession of teaching, quite obviously society must do something about the existing and progressively increasing shortage in that profession.

Collectively we are going to have to do something to make teaching more attractive, relative to the other opportunities offered in our society, than it has been in the immediate past. Salaries paid to teachers, as compared with salaries paid to individuals of equivalent ability but in other fields of endeavor, are a very important element. The physical conditions under which teachers work, as compared with the conditions of their industrial brothers and sisters, must be regarded as another important element. Presumably as more and better schools are built, we may expect these working conditions to improve; yet there are many other aspects that enter into the broad question of working conditions. No doubt there are many other factors, but the two I have mentioned will suffice for the moment.

It remains to be seen whether these various elements, which in the long run will determine whether we have enough teachers, will develop in such a way as to accomplish that essential purpose. Personally I think there is reasonable cause for optimism in this respect. Certainly I note among my friends and associates an increasing awareness of the essential part which our teachers play in our society. In response to this general realization I sense a very real desire to do something in respect of the present admittedly low salary levels in many of our schools and universities. It seems to me too that with the increasing recognition of the importance of our teachers there is a corresponding disposition on the part of most of us to see more of them and exchange views with them more often. It also seems to me that not all of the developments of recent years have been to the disadvantage of teaching as a career.

Despite many of the improvements in working conditions that have been accompanied in industry there have been many tendencies which have made industrial pursuits relatively less desirable than they used to appear. The problem of getting to and from the place of work, particularly in the big metropolitan centers, is certainly one of these undesirable developments. Also with the development of modern transportation and communication, the pressures of an industrial life have become considerably greater

than they were in earlier times. The high income taxes which remain at close to the levels of the World War II period have tended to make the relatively high industrial salaries more illusory than real.

I mention these problems of industry, not to elicit sympathy, but because they may have a bearing on the teacher shortage problem. If young people choosing a career begin to realize that the grass in industry's yard is not quite as green as it may appear, and if concurrently the grass in your yard actually becomes greener, you are going to get more people and more competent people into the teaching profession.

All in all, I am inclined to be optimistic that the various elements will work themselves out so that society as a whole and particularly our society in the United States will not be deprived of an essential supply of good teachers. In their great collective good sense, the American people understand that our nation must have greater numbers of well-educated people if we are to create the broad understanding that will help us preserve peace so that mankind can capitalize fully on the tremendous advances being made in science and technology. We must continue to expand the frontiers of knowledge, not only of the physical universe, but of man himself. Good teachers and enough of them from kindergarten through the graduate schools are necessary if this is to be done.

Speaking for myself, my associates in my company, and, I think, the oil industry generally, I can assure you that we shall continue to give this problem the most earnest consideration and will do what lies in our power to help assure that the coming generations will be able to enjoy that which is their birthright — a good education.



## Films of Special Interest

(Exceptional motion pictures reviewed for teachers by the film chairman of the School and Theater Committee, N.Y.C. Association of Teachers of English)

### LETTERS FROM MY WINDMILL (Paris Theatre)

The poet Paul Eluard said of a certain film made by another poet that to understand it you must love your dog more than your car. Similarly, to relish fully the new Marcel Pagnol movie, which is adapted from three tales by Alphonse Daudet, you must consider your neighbor more interesting than a two-speed tape recorder with push-key controls.

*Letters from My Windmill* is by, for, and with people. It was created by a member of the Académie Française who is not concerned with increasing the three-dimensional illusion of the screen. He prefers four, and has even achieved five, dimensions. (Do you remember the last scene in *The Baker's Wife*, with Raimu speaking to his wife, to the cat who has also returned from an adventure, and to himself? It had wit, warmth, bite, reality, and profound compassion. As we recall it, it did not have elimination of grain or depth of focus. The sound was not stereo and the millimeter process was not 55—it was often as not 16—and the color was black and white, with a *bouillabaisse* stain here and there.)

Pagnol was written, directed, and produced *Letter from My Windmill* in a literary tradition. It has characters who relate to the place and to the time we find them in, who are acted by Frenchmen who understand them to the last syllable, and who are as stubbornly (and delightfully) themselves as the characters in the best French movies always are. The three famous Daudet tales which make up the film are "The Three Low Masses," "The Elixir of Father Gaucher," and "The Secret of Master Cornille." Like all the rest in *Lettres de mon Moulin*, they come from Daudet's year in the Rhone valley. When he was twenty-six he lived in an abandoned windmill and roamed the countryside picking up the legends and the people of the region. All the tales are said to be true. Whether they are or not, the people of Provence will strike you as true. They are in *Letters* as they were in Pagnol's *Harvest* and in his Marseilles trilogy; this time, however, they go back more than a hundred years.

"The Three Low Masses" goes back even farther, to a Christmas Eve in chateau and chapel and kitchen in 1625, when a good chaplain was tempted by the Devil himself to commit the sin of gluttony, and was punished in a fashion that Daudet learned about from his Provençal neighbors. The first episode in the film, "The Three Low Masses" prepares one for the savor and style of much that follows. It is full of good lines and good acting, with special stress on the pleasures of good cooking. Dom Balaguere (delightfully played by Henri Vilbert), in the midst of bedevilment by his tempter (Daxely), who has just given him a savory morsel to sniff, sighs, "Oh, how great is God even in His most humble creations!"

## FILMS OF SPECIAL INTEREST

Pagnol and his cast love Dom Balaguere, and relish him. The joke is like the jokes in Don Camillo's little world—all in the family.

In the second tale, "The Elixir of Father Gaucher," we see the droll origin of the liqueur Frigolet, still manufactured today by the Prémontres brotherhood at the Abbey of St. Michel de Frigolet near Avignon. Best of all, we see for the first time in this country the wonderful French stage and screen star Rellys, as Father Gaucher. To watch him instruct Father Virgile and Father Hyacinthe in the proper testing of the liqueur is one of the happiest things you could do in a movie theatre this season. And to listen to Daudet's lines—not dubbed, but in the accents of their creator, excellently translated in English titles prepared by Pagnol and Maurice Kurtz—ripiely savored and perfectly delivered by such wonderful French character actors as Robert Vattier (the Abbot), Fernand Sardou (the Apothecary), and Christian Lude (Father Sylvestre)—that is nothing less than a re-discovery of the pleasure of the theatre itself. For this new film of M. Pagnol's, like his *Marius* and *César* and *Fanny*, is of the essence of theatre. The camera is doing hardly anything at all. Nobody is doing anything except a pair of brilliant story-tellers and a screen-full of brilliant actors. The only thing that seems to be going on is people, but how they do go on!

"The Secret of Master Cornille," the last tale, is a Provençal idyl filmed, like the other two stories, on location. If you do not sniff rosemary and thyme along with the chaff from the old mill as Alphonse Daudet (Roger Crouzet) and Vivette (Pierrette Bruno) wander through the hills, it's no fault of Pagnol's. The charm of the countryside near Fontvieille is considerably heightened by the piquant and demure Mademoiselle Bruno, an actress who moved a French critic to what must certainly be voted the accolade of the year 1954: "The tip of her nose is worth all of Martine Carol or Gina Lollobrigida." As Cornille, the stubborn peasant whose pride cuts him off from the village until "the Parisian" comes to the rescue, the veteran Delmont is exactly right.

*Letters from My Windmill* ends just right, too. The people of Pam-périgouste, who are about as mean and suspicious as people are anywhere, in the South of France or the South of Brooklyn, but who are more fun in the South of France, where Daudet and Pagnol are keeping an eye on them, turn out to make amends to Master Cornille. As they climb up to the mill with their donkeys loaded with grain, they are old friends of ours as well as Master Cornille's. They are the people who drank mandarin-and-lemon with Raimu and Pierre Fresnay in César's bar in Marseilles—unpredictable, delicate in their compassion, robust, thoroughly alive. As the windmill works again, and the villagers dance the farandole of Provence around it, His Honor the Mayor (Breols) has an announcement to make. He will contribute to the celebration two barrels of white wine: not at the expense of the village, but himself, personally!

(We knew he was going to do it, just as we knew that Garrigue's grandmère would remind him to look in the Devil's pockets to see if he'd



forgotten a few coins; and that Vivette, with perfect Provençal simplicity, would say to Alphonse Daudet, courteously motioning her ahead of him, "Girls always go first, but never up a ladder." These things are the wine of the Pagnol country.)

*Letters from My Windmill* should captivate you, as it did the jaded Parisians when Daudet first began to send the "letters" to a city paper for serial publication, and as it did their descendants last year when Paris turned out (in the première engagement) to fill three huge theatres simultaneously. Daudet is not of our tradition in just the same way he is of the Parisians—but the combination of Daudet and Pagnol is irresistible to the movie-goer anywhere who relishes a special dish. (A Mediterranean Film Company Production. American Version Released by Tohan Pictures, Inc.)

### MOTION PICTURE PARADE (Columbia University)

Unusual prize-winning films from the "festivals," as well as brief talks by film authorities, are offered in "Motion Picture Parade," a series of motion-picture evenings presented in the McMillin Theatre, Broadway at 116th Street, under the auspices of the Institute of Arts and Sciences and the Center for Mass Communication of Columbia University.

A special rate for teachers, \$5.00 for the eight programs from January 4 through the end of the series on April 18, has been offered to HIGH POINTS readers. Single admissions at \$1.10 are also available.

The programs follow:

- Jan. 4 "At Home with the Seasons"—two prize-winning documentaries, and a talk by Cecile Starr of the *Saturday Review*.
- Jan. 18 "Films from Canada"—Recent films produced by the National Film Board of Canada, and a talk by Bosley Crowther, film editor, The New York Times.
- Feb. 1 "The Opera Film"—*The Medium*, and a talk by Prof. Otto Luening of Columbia.
- Feb. 15 "Film Renaissance in Italy"—The work of Luciano Emmer, with selected examples and a talk by Evelyn Gerstein.
- Mar. 7 "The UN—Places and People"—*Workshop for Peace, World Without End*, and a talk by Mrs. Eleanor Roosevelt.
- Mar. 21 "The Movies Interpret the Fine Arts"—Five prize-winning art films, and a talk by Prof. Peppino Mangravite.
- Apr. 4 "Films of Scientific Fact"—Three prize-winning science films, and a talk by Warren Sturgis, President, New York Film Council.
- Apr. 18 "The Films of Julien Bryan"—Four examples, and a talk by Mr. Bryan, President, International Film Foundation.

RUTH M. GOLDSTEIN

Abraham Lincoln High School

## Education in the News

"... freedom's battle, once begun,  
... Though baffled oft, is ever won."  
— Byron

That old Missouri spirit of "show me" has passed into limbo, or so it seems. The urge to conform, to accept, and to acquiesce without reflection or daring, has advanced on the national frontier of the crew cut. The college junior, once a fighting liberal at twenty and a liberal-conservative at forty, is now an ultra-conservative in high school.

The need to conform sartorially, among high school and college boys and girls, is a recognized and acceptable adolescent hysteria, although it may, on occasion, take on pathological and antisocial overtones. When conformance goes beyond the pleasant mania of blue jeans and sloppy shoes, into the world of ideas, ethics, and politics, then perhaps we'd better begin to take stock of what is happening.

Although we live by the code of the majority, it is conceivable that the majority may be wrong, a jury may render a wrong decision, and fifty thousand Frenchmen *can* be wrong as well. Over the long haul, with the chips of fad, caprice, and hysteria falling to the left and right, democratic institutions have prevailed and will continue to prevail. Yet signs and portents are disquieting.

The current preachment to conform, to withhold the not unnatural tendency to protrude one's neck, to condone book burnings, to accept apathetically the alarming pattern of blaming children for the sins of their fathers — these are the indices of a corroding process, bad enough when viewed complacently by *any* citizen in a democracy, but worse, a thousandfold, when youth is not stirred.

The unity of a democratic society is most cohesive when forces within it contend equally, though by different means and roads, toward that perfect society which is forever unrealizable but ever beckoning. Two dynamic elements, one charged to conserve positive elements in our heritage, the other spewing up new ideas and challenges to old ones, are rightfully rooted in American tradition. The former thinks with the mantle of wisdom and experience of many years. The latter, a little bellicose, asks, "Why?"



Conservatism alone can only lead to decay and the world of Big Brother. Liberalism alone, youthfully exuberant, adolescently intoxicating, can lead to anarchy. Yet both are needed; they are as two sides of a single coin. At the present time there is danger that the young manhood of this nation is not rising to its glorious challenge, to dispute, and to ask eternally, "Why?"

Leland Miles, an extremely perceptive Hanover professor, has been brooding over this problem. In the November, 1954, issue of *Phi Delta Kappan*, in an article entitled "Youth's Lost Liberalism," this conservative "oldster" inveighs against the young generation for not fulfilling its commandments. Some selected paragraphs follow.

"... I regard the trend of American youth toward conservatism — a trend which has been accelerating since 1946 — as a tendency almost as dangerous to the country as if all youth were to join up tomorrow with the Fascist party..."

"Without conservatives, we might more than once in our past history have plunged into chaos. Without liberals, we might more than once have lost the opportunity for intellectual and social progress..."

"... Young people have always been the traditional well-spring of liberalism in America. If this fountainhead dries up, then our spiritual climate will be off keel, off balance, and this in turn will prove fatal not only to our power as a leader of the free world but even to our vitality and creativity as a nation..."

"... Liberalism is something more than a political term. It has potent meaning also on the psychological level. Keeping in mind the Latin root *liber*, meaning 'free,' we might define psychological liberalism as freedom from fear of the future; that is to say, an acrobatic sense of daring, an Elizabethan spirit of adventure like that of the seadogs Drake and Hawkins. By 'daring' I mean something more profound than panty raids. I mean an attitude which is the very opposite of a yearning for security..."

"... I have ... touched on the most important aspect of liberalism, namely, liberalism on its religious level ... liberalism as freedom from social pressure and mass opinion

... refusal to retreat from ... principles ... regardless of how many people are made angry, and regardless of the consequences to one's self. The religious liberal is a non-conforming mob-defier..."

"... As late as 1946 ... a little band of Greek-letter men decided that they were fed up with false brotherhoods of white bodies. They decided they wanted a genuine brotherhood of colorless spirits. By bringing a Negro into their chapter, they repudiated the official policy of their national officers, who retaliated by reducing them to the status of a local, isolated, fraternal group ... this means that thousands of Greek-letter youths voted on the conservative side of the racial issue."

"... According to the Purdue Opinion Poll ... many American youths are already in the ranks of the meek conformers: one fourth ... for example, would prohibit the right of some groups to assemble peaceably; one third ... believe that a foreigner visiting this country should not be allowed to criticize our government; and, if this Purdue Poll based on answers from 15,000 young people is an accurate criterion, more than half ... have already acquiesced in the theory that police should have the right to censor and ban books and movies when they see fit."

"... Belief in a noble code of conduct is the foundation of idealism, and idealism — one might even say a certain impractical, uncompromising idealism — is the inspiration for the fervently crusading young liberal, for the Shelleys with 'passion for reforming the world.'"

"... every college in the land, regardless of religious or political affiliation, should rest unsatisfied unless or until it possesses, on its teaching staff, for example, at least one Jew, one Roman Catholic, one Humanist, Socialist, Unitarian. Only in some such manner can a college justify its existence. Only in this way can a college set flowing, in Matthew Arnold's words, that exciting and stimulating 'current of fresh and new ideas' so exalted by Newman in his Idea of a University..."

JACOB A. ORNSTEIN

East Elmhurst J.H.S. 127, Queens



## Chalk Dust

Have you developed teaching material of your own to aid instruction? Tell us about it (150-250 words). Send your article to Irving Rosenblum, J.H.S. 162, Brooklyn 37.

### CALENDAR FACTS ON DISPLAY

A cut-out display is an effective device for using the calendar in an eighth-year French class in junior high. The poster also serves to lay the foundation of the imperfect and future tenses of all verbs.

A large white cardboard supported on a tripod is cut so as to open four horizontal slots. These slots will display four card-strips containing the following information in French: Card 1 — *Today is*; Card 2 — *Day of the week*; Card 3 — *Date of the month*; and Card 4 — *Name of the month*. . . .

A sample placard would appear as follows:

*C'est aujourd'hui  
lundi  
le huit  
Novembre*

On Mondays, at the beginning of the period a monitor selects the strips: *C'était hier  
dimanche*

This is effective for teaching Sunday and the imperfect of être. During the period, another monitor changes the cards to indicate the current date.

On Fridays, toward the end of the period, a pupil records the data for Saturday, using the future tense of être:

*Ce sera demain  
samedi*

Monitors are rotated each week so that all pupils get a chance to set up the date.

MORRIS TEPPER, J.H.S. 20, Brooklyn

## High Points of Humor



Cartoon by Thomas Balacek, Pupil, School of Industrial Art.



## High Points

### WINTER TIME CLOCK

—With 73 apologies to the  
one we all apologize to

*Note to the Principal: There are a dozen absent today.*

That time of year thou may'st in me behold  
When sallow cheeks, or none, or few, do hang  
About my works which whirr against the cold  
High galoshéd feet where late the high heels rang.  
In me thou see'st the morning of such day  
As after snow storms falleth from the west,  
When twelve unpunchéd cards prove mortal pay,  
And face me second-selved and second best.  
In them I miss the glowing of such fire  
As on the ashes of their youth(s) doth lie,  
Which quicker now leads quickly to expire  
Consum'd with that which they were nourished by.

This I perceiv'st, which makes my love more strong  
To love those well whom I must leave ere long.

GEORGE COHN

### ART TEACHER ON AN EXCHANGE ADVENTURE

It was a very exciting trip across on the United States. And very fast! We left New York on August seventh, and arrived at Southampton on August twelfth, nineteen fifty three. Just four and a half days! We were one hundred exchange teachers from thirty-four states and Hawaii. We would soon be teaching in different parts of Northern Ireland, England, Wales, and Scotland.

We were carted off to London where we arrived so late that many of the teachers went off to bed at once. But several of us decided to see some of London even at that hour. Piccadilly Circus with its bright lights and gay crowds of people reminded me in a way of Times Square in New York City.

**PRESCHOOL DAYS.** I was assigned to a secondary modern school. Of course, I did not have too good a picture of just what kind of school this was. What were my accommodations going

## EXCHANGE ADVENTURE

to be like? What was the staff going to be like? But no time to *think* too much about that. I had time rather to *do* and *see* many things before going to Birmingham.

I spent eleven days in London. Since I can spend hours painting, looking at paintings, and talking about painting, London was a paradise. The National Gallery of Art, with its rich treasures, was a real treat. Van Eyck's "The Marriage of Giovanni Arnolfini" and Holbein's "The Ambassadors" were pictures that I have seen reproduced again and again, but here were the originals! Here was the Tate Gallery with its extensive collection of Turners, Gainsboroughs, Reynolds, and Constables! And such fine British contemporary sculptors and painters as Henry Moore, Barbara Hepworth, Ben Nicholson, John Piper — all wonderful!

Eleven days went too quickly, for London is a city full of interest and fascination. Drama! Music! Dance! Display windows full of fine fabrics to gaze at! Men and women dressed in good taste!

Then it was off to Edinburgh to see the International Festival of Music and Drama. Princess Street has excellent shops on one side, and on the other side are the gardens, high cliff-topped by Edinburgh Castle. Truly a beautiful city!

An amusing incident occurred during the Military Tattoo I saw. The soldiers were doing some magnificent highland dancing, when one of them lost his shoe. Since they were under military discipline, he couldn't stop to pick it up. But his sock had a huge hole, and his toe stuck out of it.. The audience was in convulsions. Even several of the dancers had to laugh.

**FIRST IMPRESSIONS AT SCHOOL.** After close to two weeks in Scotland, I thought that I had better get down to Birmingham. Here was the test, then.

I was warmly greeted at New Street station by Bill Meredith, the assistant headmaster of Bierton Road Secondary Modern Boys' School. He helped me to my accommodations, which were fine.

I had a bedroom that overlooked a grassy plain, and a sitting room where I could paint. But most important of all, I was with a family that made me feel very much at home. I enjoyed many



an evening sitting around the warm kitchen fire with the family, having a good time exchanging notes and viewpoints.

Bill Meredith met me early in the morning on September eighth, and we walked to school.

The entrance and facade of Bierton Road was really beautiful. The two-story brick building was covered with ivy, and there was a large garden in front of it. It was filled with colorful blooming flowers when I came that day. The well-designed coat of arms over the entrance completed a picture of a handsome school structure.

**FAMILIAR EXPERIENCES.** I soon discovered that the school was very crowded. There were ten classrooms and eleven classes. One class had to "float." There wasn't an art room for me, and so I more or less "floated" also. A train of students followed me about during the day carrying large boxes of supplies.

I had a cupboard in which to store some of the art materials, but I couldn't fit all the supplies into it. I left several boxes and containers on top of the cupboard. This would have been fine, except that the cupboard was in the corridor, and I was warned that night classes might upset the boxes I left out.

However, I discovered that the night students were very honest. The supplies were never touched, although some of the night people believed that the boxes were garbage receptacles, and almost every morning the junk that had been tossed into the boxes had to be cleaned out.

Crowding wasn't anything really new to me, though. I had taught at one junior high school in New York City several years ago where there were two overlapping school sessions. At one point in the day, students would be entering my room to get their coats from the wardrobe, other students would be coming in to hang their coats in the wardrobe, and a class would be using the room at the same time.

Generally, then, I discovered that many of the educational problems that exist in Britain are very similar to those in the United States. Britain has a shortage of teachers, a "bulge" coming up because of the increase in the birth rate after World War II, lack of school housing, and teachers' salaries that are low.

**NOT SO FAMILIAR.** I asked my first monitor, "What is your name?" "Cox, sir," he said. I later learned that the students were very polite. "Please, sir, may I be excused?" "Thank you, sir!" "Excuse me, sir!" These were all expressions that I frequently heard.

The pupils were generally wonderful, and I enjoyed working with them. They were very "keen" on art, and they were always interested in a story about the United States. Describing a blizzard in New York City where the cars were covered with snow was the kind of information in which they showed great interest.

**COW COUNTRY.** I believe that I seemed all-wonderful to the students, for I came from that country of Hollywood films of cowboys and Indians, and my American accent seemed to fascinate them.

I was really amazed to find how "cowboy happy" the youngsters were. They went to the cowboy films in the cinema, and looked at the cowboy films on television. Many had cowboy outfits that they insisted on wearing when they saw one of these shows.

Roy Rogers came to the Hippodrome in Birmingham, and you couldn't walk down the street. The mothers, fathers, and kiddies filled the sidewalks around the theater waiting to see one of their favorite cowboy stars.

**APPLIED DISCIPLINE.** The boys are still caned. Sometimes they had to bend over to get their "bottoms reddened"; sometimes they were hit over their hands. But they seemed to accept their punishment in a ready way when they knew they were wrong, and I found that actually very little corporal punishment was used. The boys were not suppressed, and they had plenty of freedom to be on their own.

The staff was splendid. I used to look forward to the leisurely hour-and-a-half lunch period when I could meet with and talk to the other masters. They were all warm and friendly. I was frequently invited to their homes. They were really good friends.

**SMALL SCHOOL, NO NOTICES.** There were about four hundred and fifty pupils in the school. The headmaster, assistant



headmaster, and staff knew most of the students. The headmaster would sometimes take a class himself.

Bierton Road just seemed to run itself. Amazingly, it all ran smoothly. In all the time that I was there I never saw a mimeographed or typewritten notice. In fact, I don't remember seeing a really formal notice of any kind. Staff meetings were held informally at lunchtime or over tea.

**OUT OF THE CLASSROOM.** Through Mr. Lockie, the headmaster, arrangements were made for me to visit a variety of different schools, so that I was able to get a more comprehensive picture of education as it exists in England. I visited several secondary modern schools, primary schools, a grammar school, a junior art school, the College of Arts and Crafts, and Birmingham University. The new modern schools were well designed, with plenty of light, air, and space. The colors were generally restful, and the art rooms were superb. Three sinks in a room, huge closets for storage, plenty of cabinets to keep students' work in, plenty of room to move about, huge expanses of glass with fine lighting and ventilation. Ah, heaven!

The Martineau Teachers' Club was something unique in Birmingham. Here teachers could meet socially and really have a fine time. It was housed in a newly decorated building. The teachers held dances and parties there. They were also able to enjoy drinks at the bar and in the lounge, snacks in the tea room, socials in the meeting rooms, and films in the specially equipped visual-aids room. There was also a laboratory for experiments and a well equipped workshop for hobbies. I spent many an enjoyable evening at the club with friends.

The exchange teachers met in London during the first half term holiday. It was good hearing from the others about what they were doing, and how they were doing.

Receptions were given by Lady Churchill at the English Speaking Union, the National Union of Teachers, the Committee for the Interchange of American and British Teachers, and the home of the American ambassador. Drinks were usually "on the house."

But while I was in London, I had an experience that was more than I had expected. Arthur Blenkinsop, a Member of Parliament,

whom I had met in New York, invited me to visit him at the House of Commons. On the way there I saw Queen Elizabeth and the Duke of Edinburgh returning from opening Parliament. They looked very handsome in the bright and sparkling coach.

After being shown the House of Lords, the House of Commons, and Westminster Hall, I had lunch with my host. He managed to get me into the session of the House of Commons when the motion and the seconding of the motion were made to accept the Queen's speech. Then I heard Clement Attlee and Churchill speak. There in front of me were Anthony Eden, Bevan, and Butler. What an experience!

**DIFFERENCES.** A continuous source of amusement was finding spellings, words, and phrases that were different. I remember saying to one of the boys, "Use your eraser, and erase it." He looked at me in complete bewilderment. Later I discovered that I should have said, "Use your rubber and rub it out."

Then again, I was discussing a principle of design, and wrote, "Center of interest," on the blackboard. Several hands were quickly raised. "But that isn't the way you spell the word. It's c-e-n-t-r-e." Well, I discovered that there are a number of words that are spelled differently in the United States.

**HOLIDAYS.** There are three terms in the school year. They are separated by a three-week Christmas holiday, a three-week Easter holiday, and a six-week summer holiday. In addition, several long weekend holidays come at each half term.

Thus I had plenty of opportunity to travel. I had a chance to visit extensively in Scotland, Wales, France, Spain, Switzerland, Austria, Germany, Holland, Belgium, Denmark, Norway, and Sweden.

Toward the end of the year a garden party was given by the Queen's speech. Then I heard Clement Attlee and Churchill teachers. I had a chance to speak with her briefly when I was presented to her. She is indeed a very charming woman.

**EXCHANGE.** I corresponded with my exchange opposite throughout the school year. He got to know my family, many of my friends, and the people I work with, and I got to know many of the people he knows in England. We did, finally, meet. I flew



from Oslo to London, on my way to Southampton to begin my ocean voyage home. There I met my exchange, Bill Wallers, his wife Edna, and his daughter Susan. They are a wonderful family, and they felt that it had been an exciting year for them.

As for me, it was a very full year. Teaching, visiting schools, traveling, giving lectures in the evenings, being invited to dinners, parties, meetings, and gatherings, attempting to get some drawing and painting of my own done, this made up a crowded schedule. But all of it was wonderful!

BACK HOME. Now that I am home again, and back at the Michael Friedsam Junior High School during the days, and the East New York Informal Adult Center at night, I find that I must answer hundreds of questions about my experiences as an exchange teacher. My friends, family, students — all seem to be very much interested in what went on in England. I still correspond with many of my friends in Britain. I have even arranged for a few pen pals for my students here.

We have had enough war and destruction in this world. Perhaps this exchange program can help in some way to make this a more peaceful and a better age. I feel that I was very lucky to have had the chance to participate in the program. All aspects of it are certainly worth-while.

SIMON LEVINE

Michael Friedsam J.H.S.

### A POEM FOR THE SCHOOL OF PERFORMING ARTS

Live cornucopia of beauty,  
 Bewitching sights,  
 Elf sounds and symbols,  
 Together joined to make one fay land,  
 These are no children bringing you largesse, —  
 The voicing instruments,  
 The harvest words,  
 The earthless stepping, —  
 These are the gladdeners of tomorrow.

### A POEM FOR THE SCHOOL OF PERFORMING ARTS

There is no rarer sweat  
 Than comes with making beauty;  
 And here they sweat, these beaver workers,  
 To snatch at charm and crest it on men's foreheads.  
 Oh, the laughing women here,  
 The jaunty men,  
 The ground-kissed feet,  
 The tripping lips!  
 No girls, no boys these,  
 But hope-stung toilers,  
     Who accost the world with sun-eyes,  
 And twit aside despair.

The world reels like a drunkard  
 With his skull bashed in.  
 Its champions' hearts are nests of blackness  
 Where shadow breeds on darkness  
 To beget more night;  
 The precipice's edge no longer just  
 A poet's metaphor,  
 As we, the pygmies of the world,  
 Peep over and discern no bottom.  
 Yet our flesh and our five senses  
 Reach up on tiptoe to grasp beauty,  
 And for the brotherness  
 Which gives it reason.  
 And here they have them,  
 And, having them, will raise high up  
 No Babel but a standing bridge  
 To help bring heaven down to earth.  
 Here knowledge, art, and love have oned,  
 To make a quivering life for them, the builders.

These are no children here,  
 Short in years but long in dreaming, —  
 No empty vaporings,  
 But fancies built on steel.  
 The babbling feet, the flitting knees,  
 The pattering brook song in the halls,



Are not a going nowhere  
They know their destinies,  
And haste posthaste to meet them.

One toiler said,  
Though we are young,  
The thing we waste is old as  
When God said, let there be light.  
And what we hurry towards is light.  
Don't take our dollish fares for the  
Empty windows to vacuum souls.  
The knifish heat of striving  
Burns in our minds, our souls, our flesh,  
To make us one with God creating.

"We speak the language of the long wide world,  
For we speak the language of love, of beauty;  
And all of mankind understands it.  
What we are doing, men will know across seas;  
They will smile to our songs and our fancies.  
The things of beauty need no language;  
For lovely things are mankind's Esperanto,  
Including brotherness.

"We were born with the bodies to do great things,  
But we needed the tool-kit of knowing.  
And we came here to learn how,  
And we came here to know how,  
To create the settings for jewels God gave us,  
That our friends might share in our plenty;  
And all men are our friends.

"My name is Every Young One.  
Don't take my years for ignorance;  
For much I know that you've forgotten,  
Or didn't exist to know when you were learning.  
I am your future;  
And what you've done depends on me for lasting.  
I come from every home and birthright, —

From rich, from poor, from dearth, from plenty,  
A million differences that give me I-ness.  
But what I have makes me one  
With all my partners here,  
Who toil for beauty and who sweat for it,  
And learn the words, the motions,  
And the sounds that bring it.  
But far above that,  
We seek for guidance, wisdom, know-how  
To unveil a heavenlier man."

When living man  
No longer walks in beauty,  
When art-rich life  
Has ceased to care for love,  
Then shut this school  
And let us waste in blackness.  
Then is no world  
Without a sky above.

"We have the sky  
At our school, —  
The loveliness,  
The love;  
And we shall live  
To add more,  
While there's our sky  
Above —  
Above —  
Above —  
While there's our sky  
Above."

MILTON J. GOELL

### TEEN-AGERS AND FAN CLUBS

When she was a third-term pupil, Dorothy was referred to the Guidance Department because of truancy. Her mother came in to see the counselor about this. She was beside herself because



her daughter's only interest in life was a fan club, which she was organizing for the latest crooner.

Dorothy spent every minute following him around, listening to him wherever he was engaged to sing, spending her free time at his headquarters, selling buttons with his name on it, and constantly demanding money from her parents, so that she could go to places where he was performing. Dorothy had no interest in school. Her teachers reported that she spent her time gazing into space with a dreamy expression.

When Dorothy was interviewed, she didn't hesitate to express her feeling on the subject of her fan club and she could see nothing wrong about this interest. She was wearing a big, heavy, dark sweater, on the back of which was her idol's name in large letters. She was trying to get other girls to join her club and wear the sweater — or at least to wear large buttons with his name.

Dorothy was found to be a girl of high-average intelligence, who had done good work in junior high school before she was admitted to this school. In talking to her, one could see that her idol fulfilled some sort of need and that the thing which bothered her most was that she didn't have enough money to spend on activities in his interest. The counselor suggested to Dorothy that if she made good in school and was able to handle a part-time job, she would be recommended. In this way, she would have her own spending money and there would be one less cause for friction at home.

**"TEEN-AGERS OUTGROW THESE THINGS."** Eventually, Dorothy got a part-time job and began to take more interest in her school work. She did not truant any more. Fan clubs, however, presented a problem to this school, and in order to understand more about them and to reassure parents, the services of an agency interested in teen-agers were procured. The agency investigated both the offices where these girls hung out and some of the personnel. The report was that there was nothing illegal or immoral about these clubs.

Dorothy is now about to graduate. She came in one day to see about a part-time job that would have more possibilities than the one she had, and where she could be employed full-time after

graduation. The counselor noticed that Dorothy was not wearing the dark sweater any more and in fact didn't even wear a button with the name or picture of her favorite crooner. She asked her what her club was doing. Dorothy said, "Oh, you, teen-agers outgrow these things." She was asked if she would put in writing a short report of how she outgrew the club.

**SELF-APPRAISAL.** The following are quotations from Dorothy's spontaneous report: *"The majority of fan clubbers are in the age group of fourteen through seventeen. When the age of fourteen is reached, an individual's ideas begin to change. She begins to realize that she is on the verge of growing up. The teen-ager, never having experienced the first symptoms of adult emotions before, is confused, and gets the idea that no one understands her. It is very important then that teen-agers have a group of friends their own age who are capable of understanding each other.*

*"There are two main types of teen-agers. First, there are the teen-agers whose main interests are in their social groups. They are apt to form social clubs of both sexes. The group usually has a name that stands out in big bright letters on club sweaters or jackets, and they are very much interested in boys their own age.*

*"Second, there are the teen-agers who, like the first group, feel the need of having friends who understand them, but always seem to look upon boys their own age as having a low mentality, and they get crushes on men that are about ten years their senior. However, they usually date boys their own age anyway, because they want to be accepted socially by other teen-agers, and a girl that doesn't date is looked upon as a sour lemon. They are usually dreamers and hero-worshippers. They like to imagine themselves in the role of a glamorous movie actress, playing an exciting part opposite some handsome movie actor, and they enjoy copying the hair-dos and dress of their favorite actresses. Crooners seem to attract the second group of teen-agers especially.*

*"When a crooner sings a sad song, he gives the impression of being unloved and all alone in the world. The teen-ager begins to imagine herself as someone to comfort the poor heartbroken crooner, and she slowly develops a crush on him. Soon she starts to hero-worship him by admiring everything he does and says,*



and she wishes that all other men and boys would follow in the same pattern.

"Most of these teen-agers organize into fan clubs for their favorite crooner, and want to see him wherever he may be appearing. They feel unhappy if he should leave town. Their main interest is the crooner and the activities of the fan club.

"A point that I would like to emphasize is that all teen-agers have to have some sort of an outlet for their emotions. In days before fan clubs came out, I believe that this was also true, but that teen-agers must have had different kinds of outlets.

"I personally think fan clubs do more good than harm. They even serve some useful purposes, such as collecting money for charity organizations and having the members write to pen-pals in other countries. They also keep teen-agers who don't overdo things by playing hookey out of trouble, as a teen-ager could easily fall into trouble by joining a bad group who drink, take dope, drive hot rods, and indulge in other forms of juvenile delinquency. These teen-agers usually do these things because they become bored with normal, everyday things. They are constantly looking for new thrills and excitement. These clubs help rid the city of street gangs and thus reduce juvenile delinquency. Fan clubs, however, are just a passing stage, as many other things teen-agers indulge in are. It is easy for me to write about fan clubs as I have been through this stage.

"My favorite singer, in whose club I was, is Tommy R. I went all out for him to the extent of having once played hookey for two consecutive days, but after having been caught by my teacher, I never played hookey again. Now that I think back, I'm glad that I was caught, because if I had gotten away with it, I would have wound up falling behind in my school work. This might have eventually led to my quitting school. However, now that I am seventeen, I realize that education is important, and I intend to go to college in September.

"The biggest problem I faced during the fan club stage was where I would get the money to go see Tommy R. during his performances. Several times he was nice enough to pick up the bill when my friends and I went to see him in nightclubs such as the Copacabana and the Stagecoach Inn.

"After a while, I thought of a solution to the money problem.

I went to the employment office and got a job after school. Soon after, though, much to my surprise, I began to lose interest in Tommy R. and became more interested in my job. By the time I reached sixteen, I realized how silly it was to imagine myself in love with Tommy R., and that it was only hero-worship. I began to see that fellows around the neighborhood weren't as dull as I had thought they were when I was fourteen, and while they weren't second Tommy R.'s or Clark Gables, they were nice in their own way, even though I still prefer the older ones."

TINA H. SOLOMON

Central Commercial High School

## FOODSTUFF

Shakespeare serves up this fare for a full day's diet:

## Breakfast:

"Breakfast with what appetite you have."—*Henry VIII*.

"The ripest fruit falls first." *Richard II*.

"The milk of human kindness."—*Macbeth*.

"Eating the bitter bread of banishment."—*Richard II*.

## Dinner:

"How now, my dear Othello, your dinner."—*Othello*.

"It is meat and drink to me."—*As You Like It*.

"Upon what meat does this our Caesar feed that he is grown so great!"—*Julius Caesar*.

"I am a great eater of beef. I believe that does harm to my wit."  
—*Twelfth Night*.

"My salad days."—*Othello*.

"Dost thou think because thou art virtuous there shall be no more cakes and ale?"—*Twelfth Night*.

"They are as sick that surfeit with too much as they that starve with nothing."—*Merchant of Venice*.

## Supper:

"I am bid forth to supper, Jessica."—*Merchant of Venice*.

"A man may fish with the worm that hath eat of a king, and eat of the fish that hath fed of the worm."—*Hamlet*.

"This treasure of an oyster."—*Anthony and Cleopatra*.

"A morsel for a monarch."—*Anthony and Cleopatra*.



"No man's pie is freed from his ambitious fingers."—*Henry VIII*.

"I would give all my fame for a pot of ale and safety."—*Henry V*.

"Sweets to the sweet."—*Hamlet*.

*Relaxation at Day's End:*

"If music be the food of love, play on."—*Twelfth Night*.

"They (woman's eyes) are the books, the arts, the academes that show, contain, and nourish all the world."—*Love's Labor Lost*.

(Sleep) "chief nourisher in life's feast."—*Macbeth*.

A. S. FLAUMENHAFT

**PULLING TOGETHER FOR SAFETY\***

Earthquakes, landslides destructive storms, and floods are natural disasters which have a tremendous appeal to human sympathy. When old Mother Nature uses violent and sudden expressions of her personality which result in human suffering, people from every section of the nation respond immediately because they have become emotionally aroused. Long-range preventive measures are demanded, and direct aid is unselfishly given to catastrophe victims everywhere. Such a response to local tragedies shows that United States citizens really have "a heart."

But accidents fail to move people in the same way. Yet accidents—caused by, and happening to, real, live human beings—result in far more damage annually in terms of economic losses, injuries, and deaths. The individual seldom becomes emotionally aroused by the national or local accident situation unless some close acquaintance is involved.

**SCOURGE.** Accidents are known to kill more children than any disease. In fact, accidents kill more children under fifteen years of age than many of our widely publicized diseases put together. If you will total the 1954 child deaths resulting from much-

\*A talk delivered at the 25th Annual Safety Convention and Exposition, Hotel Statler, New York City.

dreaded polio, cruel cancer, pitiful tuberculosis, and tragic heart disease, that number will be smaller than the total accidental deaths among children last year. While this is almost unbelievable to some people, it is nevertheless true.

Last year, the total accumulation of accidents produced almost 100,000 fatalities, which is the population of a fair-sized city. When the total is considered as being made up of 100,000 human beings, rather than impersonal numbers, the nation's annual accident experience could well be branded a national catastrophe! Traffic accidents alone account for almost 40,000 fatalities and almost 2,000,000 injuries each year.

In spite of being reasonably well informed concerning the numerical frequency of accidents, people tend to face the accident picture with complete indifference. Americans have developed what might be called a "deaf ear" to accident statistics. This "cold-shoulder treatment," or indifference, is a part of the cause of the nation's continued high accident experience. Deep psychological research is not needed to explain this human indifference to a nation-wide problem which affects each and every citizen. It may be explained by using simple comparisons. For example, those who use an alarm clock in their homes seldom hear its ticking unless they listen for that particular sound. People who live close to a railroad line are seldom disturbed by the noisy monster unless they think about trains. Country folk fail to hear the thousands of chirping insects on a warm summer night unless they concentrate on insect noise; but city folk can hardly sleep with the racket — they are unaccustomed to it.

It is obvious that we should:

1. Start "listening for" accident statistics
2. Consider the many ways in which our lives are affected by the accident picture
3. Actively encourage the use of effective short-range and long-range weapons to attack this scourge of modern civilization.

**RESPONSIBILITY.** In colonial days, the job of teaching people to live safely was the responsibility of the home. Although accident records were practically nonexistent during the early 1700's, it is believed that parents did a reasonably effective job in safety



education. Since those early days, however, the accident problem has grown steadily worse as our society has become more and more complex. Technological achievements have reached the stage where the educational need is far beyond the capacity of the home. Each new invention or scientific discovery creates a new educational need. Thus Americans have two choices:

1. Learn to live safely in this modern age by making use of every possible form of public education, or —
2. Be destroyed by man-made machines, and other dangerous technological or sociological developments.

Society cannot expect the modern parent to shoulder the complete responsibility of education for safe living. While many agencies must help attack the problem, the school has a major role—a major responsibility. The community school is the most effective organization for education of youth. That's obvious. The reason for this is as simple as the oft-quoted phrase "teaching is for teachers." In addition, one of the over-all objectives of the nation's school system is to teach people "to do better those desirable things they will do anyway." These facts place increased emphasis on the school's responsibility for improving its safety education program.

Is the school fulfilling its obligation if it develops a genius only to have him meet accidental death at an early age? Is the school wasting public funds when it fails to equip a potentially successful citizen with the "know-how" to stay alive until he can become useful to society? The public should be assured that it will get a return on its investment in public education. To me, it is ridiculous to think that a school should spend years in developing the mind and body, and then neglect to instill within the student those traits of character which will protect him from mutilation or total destruction.

**MULTIPLE ATTACK.** Accidents involving young people occur primarily in the home, on the farm, in the school environment, on the playground or in pursuit of other types of recreation, and in traffic. Accidents happen in these five places because of an unsafe environment, insufficient knowledge, improper habits, undeveloped skills, faulty attitudes, or inadequate supervision. Schools can reduce such accidents by using a multiple attack.

Some ideas along this line are the following:

1. A safe environment should be provided; this includes fire-resistant buildings, safe school buses, safe work and recreational areas, as well as safe work and recreational equipment.
2. A safe student routine should be established; this includes fire and civil defense drills, orderly class and school dismissals, orderly movement in corridors and stairways, and strict observance of regulations in the school environment.
3. Certain safety services should be provided; these include regular building inspection and reports, removal of hazards, competent drivers and patrols for safe transportation, complete reports of accidents and injuries, and a medical clinic for first-aid purposes.
4. Co-curricular activities should be encouraged. Some types are the following: school assembly programs; safety articles in school publications; student safety organizations, such as student safety councils, school safety courts, student safety patrols, bicycle clubs, and safe-driving clubs.
5. Safety instruction should be provided at all grade levels. This instruction should be integrated with every subject in the curriculum. It should be offered as a unit on special phases of safety, such as fire safety or water safety, at the proper time of year and at the appropriate grade level. In addition, separate courses in general safety and driver education should be provided for every student in the secondary school.

**SAFETY TEACHERS.** One of the reasons why many schools are not doing an effective job in developing safety-minded students is the lack of properly trained teachers. Many teachers do not know what to teach in safety or how to teach the subject, and do not have the enthusiasm for this vital area of education. The sad truth is that very little on safety is included in the curriculum of teacher-training institutions. Then, one of the first steps in improving a school's safety program is to create a demand for better-trained teachers on both the elementary and secondary



levels. Regardless of subject specialization, every teacher should have a general knowledge of safety objectives and principles in all areas, and naturally should have a comprehensive knowledge of safety as applied to his or her specialized subject.

Expansion of the safety curriculum on the college level will provide for better school safety programs in the future but will not have an immediate effect on the safety of our young people. Therefore, seminars or in-service workshops should be used to equip existing teachers with the "know-how" in safety education.

**DRIVER EDUCATION.** An analysis of the accidents involving the 1-through-24 years of age group in each of the forty-eight states reveals that traffic has taken the largest toll for a number of years. This knowledge dictates the area for emphasis in a safety education program. Therefore, high school driver education is absolutely essential to education for modern living. Every secondary school youth should receive the benefits of this vital area of instruction because almost 90% will become drivers, and the remaining 10% cannot avoid becoming pedestrians. Both drivers and pedestrians meet sudden death with amazing ease.

Almost nine thousand of the nation's twenty thousand public secondary schools offer some kind of driver education course. The question is, "What kind of course does the individual school offer?"

More than thirty studies have been made which have compared the driving records of the trained driver with that of the untrained driver. While all of these studies are "questionable" so far as pure research procedure is concerned, most have indicated that trained groups have established better driving records than the untrained groups. Several recent studies, however, have indicated that specific driver-educated groups have failed to build a significantly better driving record than the non-driver-educated groups. I am sure that school people in the areas in which these recent studies were conducted have asked the question, "What was wrong with the driver education course?" There are two possible answers:

1. The driver education teacher did not do all he should have done to improve the driving practices of his students, or —

2. Something was seriously wrong with the structure of the course.

Our faith in the value of education dictates that an ample student time allotment under a competent instructor should improve the record of young drivers. Let us look a little closer at the competence of the instructor. Instruction in driver education, like music instruction, must be accomplished on a high level if good results are to be obtained. It is true that a teacher of music or of driver education cannot produce desirable results with every student. It is true that some teachers of music or of driving produce a high proportion of accomplished performers. It is true that some teachers of music or of driving give many lessons to many students, yet never develop a student who can perform above the level of a rank amateur.

It is up to driver education teachers, then, constantly to improve their methods of presentation — to develop motorists who will drive in a superior manner and think in a superior way when compared with persons without such training. If the driver education teacher cannot be rated as one of the most effective teachers on the staff, it becomes the responsibility of the school to select and train a new teacher for this vital subject.

Now, what should be the structure of the driver education course? Here are some questions which might be asked about the nature of a school's education program:

1. Does every secondary school enrollee have the opportunity to enroll in the driver education course immediately after reaching legal driving age?
2. Is the course composed of both classroom and practice driving instruction?
3. Is the classroom phase composed of at least thirty clock hours?
4. Is there an average minimum of six clock hours per student provided for actual driving experience in the practice driving phase?
5. Is the driver education course based on a textbook devoted exclusively to driver education?
6. Is there ample use made of supplementary teaching materials and audio-visual aids?



7. Has the driver education teacher received as much specialized training in the safety education field as teachers of other subjects in their subject fields?
8. Is the course established as a separate subject in the curriculum as opposed to a unit in another course?
9. Does the school grant credit toward graduation for driver education?
10. Does the school provide this type of instruction for adults in the community who are "beginning" drivers?

In my opinion an affirmative answer to every one of these ten questions would mean that a school has provided the framework for a truly effective driver education course.

It should be recognized, however, that one course in driver education on the secondary school level does not necessarily insure desirable behavior in traffic. The course generally produces good results. But, without the student's having received previous training in general safety education, the traffic safety education course or driver education does not reach the pinnacle of effectiveness. A course in high school driver education should be the "crowning glory" of the student's exposure to safety instruction.

**DEVELOPING THE SAFETY CURRICULUM.** If schools are to make a real contribution toward the conservation of human and material resources, thereby making the schools' general objectives practical and realistic, there must be an immediate move to reexamine the curriculum content with safety education in mind. Such a reexamination will undoubtedly reveal many ways in which schools can effectively develop a "safety consciousness" in students which will persist beyond graduation. The reexamination and the implementation of changes will, of necessity, involve far more people than a local school staff. Successful changes cannot be implemented unless all individuals and all organizations in the school community are "pulling together for safety."

T. A. SEALS

### DRIVER EDUCATION IN THE NEW YORK CITY SCHOOLS\*

The subject assigned to me here today is "Driver Education in the New York City Schools." However, in approaching this subject I found it necessary to take a broad overview of the situation as to the need, the placement of responsibility for a program, the quality and quantity of a program, and the financial structure required to operate a program.

We seem to have settled down to a situation in this country wherein we accept the fact that in order to use automobiles we must pay for the privilege in terms of 38,000 persons killed, over 1,500,000 injured, and an economic loss of several billions of dollars, the result of 10,000,000 accidents on our streets and highways *yearly*. We now have 55,000,000 licensed vehicles using our highways, driven by 67,000,000 licensed drivers, and each car today according to the gasoline sales reports is being driven more miles than a few years ago. The National Safety Council predicts that at the present rate of rise in licensed vehicles and drivers, the number will reach 65,000,000 cars and 75,000,000 drivers by 1960. This will, of course, make the situation worse than it is today.

This problem is so tremendous in scope that it cuts across many segments of our society. It involves Engineering, Enforcement, and Education. Although many fine contributions have been made in the field of highway safety by the above-mentioned agencies, *much more must be done by all of them*. There seems to be a lack of leadership in this group, a lack of interchange of ideas, plans, and programs, a lack of a concerted group attack on the problem, resulting in an inefficient over-all program. I now call upon these agencies to *unite* for the good of all people in their respective cities, states, and the nation. The schools of the country need the assistance of all industrial and other groups in the establishment of a program in driver education. Although these groups have made many contributions to the program, much more assistance is required.

I feel the following groups have a *direct responsibility* in the program, namely, the Automobile Manufacturers, the Insurance

\*A talk at the Twenty-Fifth Annual Safety Convention and Exposition, Hotel Statler, New York City.



Industry, the Petroleum Industry, and the Rubber Industry. The time is long past due for these groups to *unite* in this program and finally face up to their just responsibilities. The schools of the nation, with meager funds, are really underwriting the program, such as it is. Mainly because of lack of sufficient funds, they provide the course in only about 44% of the schools for only about 49% of the pupils. In many instances the school administrators are *not* proud of the kind of program they offer.

**RESEARCH.** All research to date, however, seems to point to the schools as the agency to which we must turn for the solution of the highway safety problem. In effect, the schools would be the keystone to tie together all other agencies in the building of a strong arch, called driver education and highway safety. The State of Massachusetts is a fine example of this type of coordinated effort.

Beginning evidence is already available, indicating that a good program of driver education in the public schools produces almost immediate results; for instance, the Delaware study, the Cleveland study, and the Vermont study. In these studies the experimental groups had a significantly lower accident, violation, and fatality rate than the control groups. The most recent study, the Pennsylvania Turnpike study, reported the following as the main factors in accidents.

1. Drivers in the 16-25 age group responsible for 38.5 percent of the accidents
2. The same group responsible for 58 percent of the "falling asleep" accidents
3. Drivers 46 years and older responsible for few "falling asleep" accidents
4. Drivers 56 years and older involved in more accidents due to deficiencies in driving skill
5. Passenger car accidents more frequent on weekends
6. Almost half of the accidents involving two causes: either failure to cope with road conditions or unsafe action
7. A greater "chance for error" at high speeds
8. Inattention, and divided attention, to driving
9. Vehicular failure

## DRIVER EDUCATION

10. Deficiencies in routine driving ability
11. Misperception—misjudgment of rates of speed or failure to understand what was seen
12. Failure to avoid objects in the road
13. Intoxicants.

The report concludes with a question: What can be done to reduce this high rate of man-made accidents? "*Driver education and training*," the report says, "*appear to be the most promising key to accident reduction.*"

**NEW YORK CITY PROGRAM.** In general, what I have been saying applies to New York City. However, now, I would like to give you some specifics of our program. Last year we provided the classroom phase of driver education for about 40,000 pupils. Of these, 32,000 in the academic high schools completed a course of 15 periods of instruction, and about 8,000 vocational high school pupils completed a 30 period course. No city in the country comes anywhere near us in numbers, in the course, and only two states, California and Pennsylvania, top us in registration for driver education. However, in providing the complete course, including the actual on-the-road phase, many cities and states far surpass us in numbers. We have about 500 pupils in this phase of the program each year. *Why?* Simply because of the relatively high cost of the on-the-road program, *school-dollar wise*, which is surely *not* a high cost when you consider the taxes we pay for improved highways and the sums we expend for our liability insurance premiums. New York City pays the highest premiums for driving cars in the entire nation. These rates are the result of our high accident index. *What have we been doing about this situation?*

About 2½ years ago in an effort to find out if another method of teaching the on-the-road phase would cut down the cost and allow us to expand this phase, we began an experiment with a classroom trainer called the *Drivotrainer*. The evaluation is being conducted by our Bureau of Educational Research under the direction of Dr. J. Wayne Wrightstone and direct supervision of Dr. George Forlano. We have gone through a pilot study and are now deeply in a developmental stage of the evaluation. During this time we have developed a new trainer and have also developed a revised set of teaching films together with better efficiency in integrating the trainer with the actual car instruc-



tion. All of us connected with this development feel we now know certain vital things about the trainer and are beginning to strike real pay dirt. It has been a *long, hard* pull but it appears that the sunshine is breaking through the clouds.

**DOLLARS AND DRIVERS.** Based on the hard cold statistics coming out of the evaluation, it appears to be absolutely necessary for us to continue the experiment for another year starting September, 1955. The evidence indicates that we must "*close in*" on the evaluation at this time. This means we must conduct all future evaluation in three schools, using two additional sets of Drivotrainers. At this time the school budget does *not* have funds available for this project; therefore, I now call upon the industrial groups I mentioned previously in my talk to come forward and make those units available to us in order to complete the evaluation. This has been done in other cities; only recently the Insurance Agents in a united effort have provided sets of Drivotrainers for the school systems of Oklahoma City, Oklahoma, and Dearborn, Michigan.

I might say in passing that since we started our evaluation of the Drivotrainer, installations have been made in Los Angeles, in Oak Park, Illinois, and at Iowa State Teachers College. The two sets at Los Angeles and the other set at Iowa State Teachers College are being evaluated, and their one-semester report will be made available with our two and one-half year study about August 15, 1955. However, we must prepare now for our September, 1955, school year.

Another new development in driver education that seems to be bearing good fruit is the fact that several states now provide funds for the school driver education programs. Among these are Pennsylvania, Delaware, and California. The State of Michigan is now preparing legislation to the same end.

In closing I would like to describe briefly the California development. During 1951 the State Legislature, through the Stanley Act, made classroom instruction in driver education mandatory for all pupils in high schools. Sufficient funds to operate the program were also provided under the Act. The funds were obtained from the court-assessed fines secured from drivers who were convicted of violations. This fund was to go into the general State treasury, and school districts were entitled to draw up

to 75% of the cost of their programs. In the following year, the on-the-road phase was included in the program under the same terms, up to a maximum of \$30.00 per pupil for this phase alone. Now just what does this mean in terms of a rich expanded program? Take the Los Angeles schools for example. Before the Stanley Law went into effect they had 10 cars in their program on a *loan basis*; this year the number has risen to 70, and they *purchased* these 70 cars. They now have 6,000 pupils in their on-the-road program and have blueprinted a plan for training all of the 18,000 pupils available by 1960.

It seems to me that if we are to provide the complete, rich course in driver education, which many of us would like, *we need another Stanley Law in New York. Let's all work to that end.*

RICHARD J. O'CONNOR



#### NOTICE TO SCIENCE TEACHERS

The General Science Association is your organization devoted to maintaining a high professional status for science teachers. It is the only group available to science teachers of New York where current problems in pedagogy and human relations may be aired and satisfactorily resolved.

Our plans for the coming year include meetings arranged to satisfy wide interests. Each membership meeting will include the presentation of some audio-visual aid, several simple effective demonstrations for use in the classroom, and noted speakers or discussion groups. Important G.S.A. action is always brought before the membership for their consideration and vote.

Past members, all science teachers, new appointees, and student teachers at the colleges and universities are invited to join the G.S.A. this year to make a more effective and representative group.



## Book Reviews

OUR SCHOOL, HOME AND CITY. By Mary Finocchiaro and Theodore Huebener. Noble and Noble, Publishers, Inc., 1955, 65 pages. \$75.

The problem of the non-English speaking pupil touches all levels of our New York City school system. Recent surveys indicate that there are more than 50,000 such pupils, most of them of Puerto Rican origin. Provision must be made to give these pupils instruction in English simultaneously with orientation to the new school and community. This would enable them to maintain themselves from the very beginning with a sufficient degree of security and satisfaction.

In the upper elementary grades and in the departmentalized organization of the junior and senior high schools this task presents a challenge to the teacher and supervisor. Because of the current policy of placing these pupils according to their chronological age, a teacher of a regular 7th or 9th year class may receive several non-English speaking pupils, of varying degrees of literacy and years of attendance at school. Schools with a large proportion of such pupils have found it more economical to organize them into special core-type classes for intensive study of English and the mores of their new environment, or to program them for one or several periods a day for this specialized instruction in English.

Whichever type of program is provided for the pupil of few or no English language skills, the problem of the teacher is the same. Where are the materials needed for this specialized type of instruction? Around which content areas shall the units of instruction be built? Which structural patterns of the language are most vital for rapid productive use of the language? How shall the busy teacher, with a multiplicity of other assignments, perhaps teaching out of license, get the time to prepare and duplicate activities so vital for adequate drill and application, and to provide for the many individual levels of capacity and achievement in any one class?

The answer is to be found in the new book recently published by Noble and Noble. The authors, Dr. Finocchiaro, Chairman of Modern Languages at Seward Park High School, and Dr. Huebener, Director of Modern Languages, are internationally known for their scholarship and their knowledge of linguistics and its application to all phases of language theory and methods of instruction.

The format of the text follows the principle that a modern language text should be attractive enough to be self-motivating and to overcome the natural fear of the intricacies of a new language. The clarity, detail, and size of the illustrations, many of which heretofore have been difficult and time-consuming to find, will delight the teacher.

The preface, "Explanations and Suggestions to the Teacher," meets the ever present demand for a clarification of the basic techniques of teaching English as a second language. These have been clearly and succinctly outlined by the authors, and will be appreciated by the teacher, regardless of his training and experience. The very deliberate and definite division of

## BOOK REVIEWS

the units into *vocabulary study, reading, pattern study, exercises, and purposeful activities* indicates procedures to the teacher. This clear and logical presentation of the material also makes it possible for even a student assistant or fellow-classmate to aid a non-English speaking pupil in cases where there are one or two such pupils in a class.

It is readily recognizable that the content of the units is essential, practical, and selected with the primary objective of reproducing the basic experiences and situations so vital for inducing competency in a new language, and for facilitating living in our complicated urban environment. The early inclusion of telephoning, time telling, letter writing, and traveling is indicative.

Each unit is introduced by an unusual and stimulating motivation which aids in creating a learning atmosphere of high interest with freedom from constraint. This approach tends to bring to the surface and make productive all language learned either in school in New York City or outside of continental United States. Illustrative of this are the following: *introductions as a basis for teaching situations, snapshots to stimulate conversation about friends, home, and allied topics.*

The structural patterns selected for presentation include such elemental items as *question forms, negatives, subject and object pronouns, auxiliary and irregular verbs, idiomatic expressions*, all practised in meaningful situations. *Contractions* and *short answer forms*, so frequently encountered in conversation, and often an impediment to aural comprehension of spoken English, are not neglected.

Each unit abounds in a variety of practice exercises, interestingly presented and aimed at providing the repetition so necessary for making language automatic and functional.

Parallel in importance to language learning is the emphasis on understanding the customs and way of life of the people with whom these pupils will work and mingle socially in their new surroundings. Reading selections, conversations and other activities involved in the teaching of English have the added objective of producing a better and more rapid personal and social adjustment for the non-English speaking pupil.

The relatively low cost of this paper-bound book is an added attraction and offers the advantages of a combined text and workbook.

Evening school and other instructors of adults should also find this book the solution to their quest for workable and effective material, so indispensable for keeping the interest and meeting the practical requirements of their students.

The single flaw that I can discover is that the contents include only a dozen of the many possible and vital content areas involving the study of the home, school, and community. I am sure the authors are well aware of this and will probably provide us with additional material in subsequent texts.

EMILY Q. LLORENS

J.H.S. 171, Manhattan



## Other Books of Special Interest

**PARADOXES OF EVERYDAY LIFE.** By Milton R. Sapirstein. Random House, New York, 1955. 240 pages. \$3.95.

Life is filled with paradoxes, none more fascinating than the paradoxes of human nature. Teachers, particularly, are aware of the "mess of contradictions" in the students they meet. Dr. Sapirstein examines some of the more fascinating paradoxes and provides a psychoanalyst's interpretation.

How is it, the author asks, that well balanced children sometimes come from homes where emotional control seems lacking, where the mother is emotionally volatile, easily moved to anger? "The screaming mother" sometimes does quite well in bringing up children, though we might expect the opposite result. Why? (Dr. Sapirstein makes a distinction between this type of person and a mother clearly psychotic.) His analysis makes for fascinating reading in what is perhaps the best chapter in the book: "The Paradox of Emotional Control." In a companion chapter he examines "The Neurotic Child from the Happy Home," but he leads us to see why some seemingly happy homes are quite the opposite for children.

The author considers other paradoxes. In his excellent final chapter, "Paradoxes of the Search for Freedom," he takes a healthy poke at misconceptions about what constitutes freedom for a child.

**PRESENT-DAY PSYCHOLOGY.** Edited by A. A. Roback. Philosophical Library, New York, 1955. 995 pages, including index. \$12.00.

The title aptly sums up the contents, for the whole field of modern psychology is surveyed in a series of articles written by experts in various fields. Here is a whole reference library covering the field. Individual articles consider such areas as abnormal psychology, educational psychology, psychoanalysis, psychosomatics, statistics and probability in psychology, the psychology of literature, the psychology of art.

In the introduction the editor says, "My aim has been to be comprehensive and catholic. Everything which is under investigation and of psychological import should find a place in a general symposium."

A token of the editor's desire to represent the whole field is his inclusion of a chapter on the much debated experimental parapsychology, by J. B. Rhine, the embattled researcher in extrasensory perception.

**AMERICAN PHILOSOPHY.** Edited by Ralph B. Winn. Philosophical Library, New York, 1955. 318 pages, including index. \$6.00.

This survey of American philosophy and philosophers is divided into three parts. In Part I the editor considers fields and problems: aesthetics, ethics, semantics, logic, and metaphysics, among them. In Part II he dis-

## OTHER BOOKS OF SPECIAL INTEREST

cusses "sources and choices"—for example, Transcendentalism, Idealism, Thomism, Pragmatism, Humanism, and Naturalism. In Part III he considers American thinkers, from William Penn to Franklin D. Roosevelt. "The Prospects of American Philosophy" brings the volume to a close.

The book helps to put American thinkers into world perspective and to reemphasize the oft-neglected contributions of American philosophers.

**GENETICS IS EASY** By Philip Goldstein. Lantern Press, New York, 1955. 238 pages. \$4.00.

In this revision of an earlier edition, Philip Goldstein, Chairman of Biology at Abraham Lincoln High School, includes the latest information and speculation on genetics and provides a readable and informative book for laymen. After a historical sketch for background, the author plunges into his subject and in lucid prose and helpful diagrams skillfully presents the fundamentals. Because genetics is so closely linked with human destiny, Mr. Goldstein devotes ample space to problems of human genetics: Can diseases be inherited? Is cancer hereditary? Will atomic radiation cause human mutations? How reliable are blood tests?

The book includes an excellent, annotated bibliography and a helpful index.



### DAFFY DEFINITIONS

- "Alimony" means when two people make a mistake and one of them continues to pay for it.
- "Etiquette" means doing little things that you don't want to.
- "Advertising" means something which makes one think he's longed all his life for something he never heard before.
- "Explorer" means a bum with an excuse.
- "Diplomat" means a man who convinces his wife that a woman looks stout in a fur coat.
- "Repartee" means clever conversation a man thinks up on his way home from a party.
- "Monopolist" means a man who keeps an elbow on each arm of his theatre chair.
- "Conference" means a meeting of a group of men who singly can do nothing but who collectively agree that nothing can be done.
- "Research" means the process of finding out what we've going to do after we can't keep on doing what we're doing now.

from Irving M. Copi's book, *Introduction to Logic*

Contributed by J. I. Biegeleisen



## News Textbooks Received

ENGLISH WORKSHOP, New Series; Grades 7-12. By Fay Greiffenberg, John E. Warriner, and Joseph C. Blumenthal. Harcourt, Brace and Company, New York, 1955.

A series of English workbooks covering English grammar, usage, spelling, punctuation, capitalization, composition.

ENGLISH FOR TODAY, Revised Edition, By Martha Gray and Clarence W. Hach, J. B. Lippincott Company, New York, 1955.

A four-book series of English grammar and composition texts for the high school years.

OUR ENGLISH LANGUAGE, ESSENTIALS OF MODERN ENGLISH, LANGUAGE ARTS AND SKILLS. THE ART OF COMMUNICATING. By Thomas Clark Pollock, Marion C. Sheridan, Dorothy Williams, Rose E. Weiffenbach, Lieber B. Anker, Sarah I. Roody, Harlen Martin Adams, Frances Ledbetter, and Ronald C. Doll. Macmillan, New York, 1955.

A four-book series of English grammar and composition texts for the high school years.

LET THE MOON GO BY. By Emma Gelders Sterne, Aladdin Books, New York, 1955. 192 pages.

Sixteen tales of legendary American heroes. Besides the ever-popular Paul Bunyan, the book features stories about Davy Crockett, Mike Fink, Pecos Bill, Johnny Appleseed, and others.

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